DOCUMENT RESUME

ED 106 800 CS 001 850

TITLE Lippincott Basic Reading Program.
INSTITUTION Monterey Peninsula Unified School District, Monterey, Calif.
PUB DATE 74
NOTE 848p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$1.39 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS Basic Reading; *Decoding (Reading); *Effective Teaching; Language Arts; Primary Education; *Reading Instruction; *Reading Programs; Reading Skills
IDENTIFIERS *Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," serves 459 students in grades 1-3 at 15 elementary schools. The program employs a diagnostic-prescriptive approach to instruction in a nongraded setting through the use of the Lippincott Basic Reading program. When a child enters the program, he is introduced to a decoding process that teaches him to sound out all letter sounds. During this decoding process the child is able to connect the sounds, or partial words, into a complete word. All phonetic activities, including word songs, ear-training exercises to distinguish sounds, and pictures to discriminate and recognize words, are introduced in grades 1 and 2. The child learns to reinforce the skill by reading from workbooks, dittoed materials, filmstrips, and code books that offer additional practice in the development of reading skills. Much of the phonetic introduction and reinforcement is done in group settings. If a child is having difficulty in the group, the teacher or aide takes the child out of the group to teach the child in an individual setting. All during the program, various types of reading materials and activities, including other texts, library materials, kits, listening posts, and card games are used. (WR/AIR)

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LIPPINCOTT'S BASIC READING PROGRAM

Monterey, California

Lippincott's *Basic Reading* was piloted in a first grade of Larkin School in the school year of 1967-1968. Gradually, the program has spread to fifteen of our twenty-two elementary schools as the reading program for grades one through three. It should be noted here that teachers in each school asked to go into the program because of the success in the schools using *Basic Reading*.

It should also be noted that the materials were largely purchased from district funds since the state adoption of *Basic Reading* was allocated on a very low ratio.

We are sending evaluation data on only three schools for the following reasons:

1. They represent three kinds of class organization;
2. They represent three types of population; and
3. The evaluation data is more complete on these three schools because of length of time in the program.

You might be interested in the following information about each school.

Larkin:
Population - Largely white.
Approximately 5% non-English speaking.
Approximately 10% speak English as a second language.
Classroom organization - self-contained classroom.

Manzanita:
Population - Largely Black and Filipino.
Approximately 10% non-English speaking.
Approximately 30% speak English as a second language or Black dialect.
Classroom organization - team teaching, Learning Center approach.

Hayes: (A Fort Ord School)
Population - Multi-ethnic, multi-language, very transitional population. We have as high as 50% turn-over in this school each year.
Classroom organization - non-graded.

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Office of Management and Budget
No. 51 - S73039
Approval Expires 30 June 1974

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Center for Research and Evaluation
in the Applications of Technology in Education

PROGRAM INFORMATION FORM

Identifying, Validating and Multi-Media Packaging of Successful Reading Programs

A Project sponsored by
The National Right to Read Program
U.S. Office of Education

IMPORTANT NOTICE

Please answer each item carefully and completely before you return this form. The information you provide will be used for evaluating your program for further consideration in this study.

PROGRAM INFORMATION FORM

SECTION I -- Identification Information

Program Title Lippincott Basic Reading (Primary Grades) (1)

Program Director Dr. Henry T. Hutchins Title Assistant Superintendent of Instruction (2)

Address Box 1031, Monterey, Calif. 93940 Phone 649-7404

Sponsor (school district or other) Monterey Peninsula Unified School District (3)

Superintendent or director Dr. James H. Harrison, Supt.

Address Box 1031, Monterey, Calif. 93940 Phone 649-7355

Address where your program is operating

The program is operating in 15 schools of the Monterey Peninsula Unified School District - Address: Box 1031, Monterey, Calif. 93940. (4)

If you know any, please list one or two other school districts or sponsoring institutions where the total program named in Item 1 is being duplicated. (5)

Educational Facility	Address and Zip Code
Scotts Valley School District	Santa Cruz, Calif.
San Jose School District	San Jose, Calif.

For further and extensive research done with this program, I would like to refer you to: Dr. Ethna Reid, Exemplary Center For Reading Instruction, 4905 South 4300 West, Salt Lake City, Utah 84118. They work with school districts all over the United States in all areas--High socio-economic areas to the lowest ghetto areas. She told me recently that the highest achieving schools are using Basic Reading, no matter which area they are in. I also refer you to a study conducted by the State Department of Education for the State of Arizona in 1971-1972 and available from that department.

SECTION II -- Program Screening Information

In this section, all questions are numbered at the right-hand edge; please answer each by marking the letter X in the appropriate box.

Is cognitive improvement in reading and reading-related skills a major focus of your program?		YES ☒ NO ☐ **	(6)
How long has your program been operating continuously?	Less than a year	☐	(7)
	At least a year but less than two years	☐	
	Two years but less than three	☐	
	Three years or more	☒	
	None of these (If none, indicate why) ________________	☐	
Do you plan to keep your program operating for at least two more years (through the 1974-75 academic year)?	(If no, indicate why not) ________________	YES ☒ NO ☐	(8)
Are evaluation reports (e.g., baseline test data, re-test data, measures of the program's effect) available?	None available and none planned	☐ **	(9)
	None available but initial steps taken	☐	
	Available but not published	☐	
	Most recent publication prior to 1/1/68	☐	
	Most recent publication since 1/1/68	☒	
Evaluation data are available for how long?	Three years or more	☒	(10)
	More than two years, less than three	☐	
	More than one year, less than two	☐	
	Only one year	☐	
	Less than one year	☐	
	Not available	☐ **	

Are the data evaluating your total program approach available for one or more sites?	More than one site (e.g., more than one school)	☒	(11)
	Your site only	☐	
	Not available	☐	

How many participants or individual records are included in the evaluation?	Less than 10	☐ **	(12)
	10 to 29	☐	
	30 to 49	☐	
	50 to 99	☐	
	100 to 199	☐	
	200 to 499	☒	
	500 or more	☐	

If you marked any one of these boxes, do not complete this form or send program documents. INSTEAD, please detach the first 3 pages and return them so that your response can be recorded.

		YES	NO	
What measures have been analyzed to show the success of your program?	Analysis of nationally standardized reading test results	☒	☐	(13)
	Analysis of locally developed reading test results	☒	☐	(14)
	Analysis of nationally standardized general ability measures	☐	☒	(15)
	Analysis of locally developed general ability measures	☐	☒	(16)
	Analysis of other program success indicators (e.g., observations, affective measures, teacher records, questionnaires)	☐	☒	(17)
	Other procedures (Please specify) Publishers Achievement Tests	☐	☒	(18)
	Measures not yet analyzed	☐	☒	(19)

	YES	NO	
Are up-to-date program descriptions available (e.g., staff, participants, schedules and activities)?	☒	☐	(20)

		YES	NO	
What kind of improvement or gain by program students was found?	The mean test score of the students exceeds a specified norm	☒	☐	(21)
	A mean gain over exactly one year is bigger than expected	☐	☒	(22)
	A mean gain for less than one year is bigger than expected	☒	☐	(23)
	The mean of students in the program exceeds that of comparable students not in the program	☒	☐	(24)
	The mean gain of students in the program is greater than for comparable students not in the program	☒	☐	(25)
	Some other improvement, not one of these (Please specify)	☒	☐	(26)

Fewer children in the lowest quartile of the State Tests.

How significant were the statistical results showing the effect of your program?	No tests of significance were made	☒	(27)
	No significant differences found yet	☐	
	The program showed differences significant between the 5 and 10 percent one-tailed (10 to 20 two-tailed) level	☐	
	The program showed differences significant at better than the 5 percent one-tailed (10 per cent two-tailed) level	☐	
	The program showed differences significant at better than the one percent one-tailed (two per cent two-tailed) level	☐	

By what amount does the annual per-pupil cost of this program exceed that of the regular district program?	Less than $50		☒	(28)
	$50 to $99		☐	
	$100 to $199		☐	
	$200 to $299		☐	
	$300 to $399		☐	
	$400 to $499		☐	
	$500 to $999		☐	
	$1000 or more		☐	

		YES	NO	
For what target population of students is your program designed?	Unselected cross section	☒	☐	(29)
	Mentally retarded	☐	☒	(30)
	Bilingual	☐	☒	(31)
	Disadvantaged	☒	☐	(32)
	Physically handicapped (deaf, blind, etc.)	☐	☒	(33)
	Institutionalized	☐	☒	(34)
	Other groups (Please specify below)	☐	☒	(35)

We are using it remedially for students in grades four, five and six.

		YES	NO	
Are 20 percent or more of your program students in any of the following categories?	American Eskimo, Aleut, or Indian	☐	☒	(36)
	Black	☒	☐	(37)
	Oriental or Asian	☒	☐	(38)
	Spanish-speaking	☐	☒	(39)
	White	☒	☐	(40)
	All others	☐	☒	(41)

In which area do the majority of the program students live?	Rural and small town of less than 10,000	☐	(42
	Small city of 10,000-199,000	☒	
	Small city suburbs	☐	
	Inner area in large city of 200,000 or more	☐	
	Residential area in large city	☐	
	Suburbs of a large city	☐	
What is the average family income level of students in the program?	Low income (under $6,000)	☒	(43)
	Middle income ($6,000-$15,000)	☒	
	High income (above $15,000)	☐	
Are specific diagnostic techniques or instruments used to:	Determine each student's level of reading readiness or skill (e.g., his reading grade level)? (If yes, please specify) Standardized Readiness Tests Publishers' Readiness Tests District Constructed Placement Tests	YES ☒ NO ☐	(44)
	Determine each student's strengths, weaknesses, and difficulties in language and reading skills (e.g., difficulty with decoding)? (If yes, please specify) Publishers' Tests Criterion Tests	YES ☒ NO ☐	(45)
In this program, how many hours per week are scheduled for the subject Language Arts?	Less than 2 hours	☐	(46)
	2 hours to 3 hours 59 minutes	☐	
	4 hours to 5 hours 59 minutes	☐	
	6 hours to 7 hours 59 minutes	☐	
	8 hours to 9 hours 59 minutes	☐	
	10 hours to 11 hours 59 minutes	☒	
	12 hours or more	☐	

		YES	NO	
What summary statistics were used in the analysis of program data?	Means or medians	☒	☐	(47)
	Standard deviations or variances	☒	☐	(48)
	Covariances or correlation coefficients	☐	☒	(49)
	Frequency counts, percentages, or proportions	☒	☐	(50)
	Significance tests	☐	☒	(51)
	Methods not mentioned above (Please specify) ______	☐	☒	(52)

How large was the estimated program effect on achievement (i.e., the average gain of students in the program over and above the gain expected in a comparison group)? (If more than one estimation, give the higher figure only.)	One-tenth of a standard deviation unit	☐	(53)
	One-fifth of a standard deviation unit	☐	
	One-quarter of a standard deviation unit	☒	
	One-third of a standard deviation unit	☐	
	One-half of a standard deviation unit	☐	
	Better than a half SD	☐	
	Gain cannot be given this way	☐	

		YES	NO	
Which of these factors were taken into explicit account in the analyses of BOTH program AND comparison data?	Age	☐	☒	(54)
	Sex	☐	☒	(55)
	Grade level	☒	☐	(56)
	Ethnic proportions in group	☒	☐	(57)

What was the reliability coefficient of the test used to measure reading achievement for this program?

- Between .6 and .69 ☐ (58
- Between .7 and .79 ☐
- Between .8 and .89 ☒
- .9 and over ☐
- Given by publishers for standardization group only as over .8 ☐
- Not yet determined ☐
- No such test was used ☐

What percentage of annual attrition or loss of students from the program was allowed for, to correct for bias in statistical analysis (e.g., by eliminating from consideration persons who start the program but do not finish)?

- Was 15 percent or more ☒ (59
- Was between 10 and 14.9 percent ☐
- Was between 5 and 9.9 percent ☐
- Was between 0 and 4.9 percent ☐
- No allowance was made for losses ☐
- No losses occurred ☐

How similar were the pre- and post-tests used to determine gain in reading skills?

- Were identical ☐ (60
- Were parallel forms of a single test ☐
- Were consecutive forms from the same source ☒
- Were similar in form, but from different sources ☐
- Only one test has been applied ☐
- Tests were not of reading skills ☐
- No tests were applied ☐

SECTION III -- Brief Descriptive Information

In what year did the program begin operation? 1968 (Year) (61)

How many program participants and classes (groups) are there in your program? If this is a school-based program, indicate enrollment by class and grade level. (62)

Grade or Other Level	Number of Participants	Number of Classes or Groups
1	157	4 + 2 Combination Classes
2	161	4 + 2 Combination Classes
3	141	4 + 2 Combination Classes

Please list the major instructional strategies used to help clients improve their reading-related skills. Briefly describe, if necessary. (63)

1. Diagnostic-Prescriptive skill instruction - small groups and individuals
2. Coordination of reading, writing and spelling
3. Individual auditory-skill instruction - tapes, language master
4. Peer teaching, cross-grade tutoring

Are there any major program features (e g., parent involvement) which are not included in your list of instructional strategies above and are not included in your list of key program objectives in the chart at the end of this questionnaire? If so, please list up to three (3) of these major program features. Briefly describe, if necessary. (64)

Learning Centers

Non-grading (classes organized by levels of reading ability)

Please list up to five (5) kinds of materials and/or equipment which are absolutely indispensable for your program, noting their availability as "commercial," "district," "teacher-prepared," "student-prepared," or other appropriate comment. (65)

Most Essential Items of Materials and/or Equipment	Quantity for 30 Students	Availability
Student Text	15	Commercial
Teacher's manual	1	Commercial
Pupil's Workbook	30	Commercial
Supplementary books	10	Commercial
Film Strips	1 set	Commercial

Where are program activities physically located? If any special features were provided to suit these facilities to the program, briefly note. (66)

Location of Program Activities	Special Features
Classroom	Instruction

What is the total cost of instructional materials for a class of 30? (67)

Initial) $ 475 for a class of 30, to the nearest dollar (Maintenance) $200

$300 for a second or third grade class (Maintenance) $150

To the nearest dollar, roughly what portion of the funds currently required to maintain the program come from the following sources? Please specify the exact source for each category, e.g., Title III. (68)

$____ Federal ____

$____ State ____

$____ Local All the money came from local funds.

$____ Private ____

What is the average, annual per-pupil cost for the district's regular school program (i.e., cost per pupil for students outside the special reading program described herein)? (6

$ 988.64 , per-pupil cost for regular program (Total educational cost)

What are the staff requirements for your program? (70)

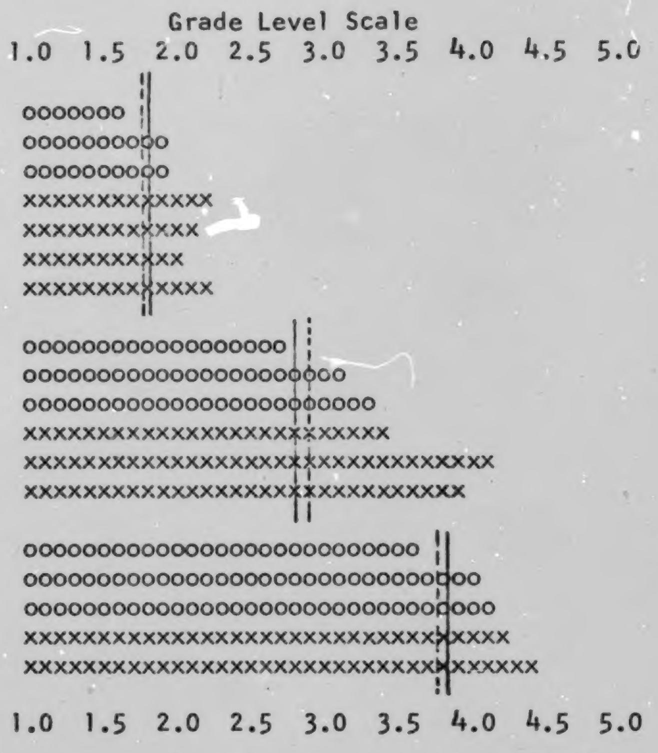
Staff Category	# Req'd. for Students	Portion of Time	Special Professional Qualifications for Program	Special Role Performed in Program	Program Requires Inservice Training? If so:	
					In What Skills?	For How Many Hours
ADMINISTRATIVE:	School Principal	-	-	Supervision	Knowledge of the over-all program	-
INSTRUCTIONAL: (Certified)	1 teacher per 30 pupils	2 hours per day	effective teaching techniques	instruction	The sequence of the program, how to teach phonics, how to teach blending of sounds into words, how to teach reading skills common to any reading program.	For a teacher new to the program, about four hours of inservice is necessary.
PARAPROFESSIONAL:	Desirable but not essential to the program	(Only one school reported in this evaluation has any paraprofessional time in the program. Manzanita has an aide in each first grade classroom for one hour each day at this time. However, this was started this year and is not reflected in this evaluation. An aide needs to be given the same inservice that the teacher is given.)				
SUPPORT OR SPECIAL RESOURCE:	None The program will stand on its own merits.					
OTHER:	Larkin School has high school students and mothers come in on a volunteer basis to tutor individual children during the reading program. This amounts to about 5 hours per week per grade level at most. Sometimes, there is no extra help available.					

What are the specific objectives of the program and how are these desired outcomes assessed? (Your responses should read consistently across columns.) (71)

Major objectives of the program (List the key objectives, even if they cannot be adequately tested or were difficult to measure.)	What assessment techniques and instruments were used to measure student achievement of each objective in Column 1? For example: Test--Specify title, level, form, and developer or publisher Observation--Of what? By whom? Teacher report--Of what? Questionnaire--About what? Answered by whom? Etc.	What were the results? How did the target group perform or change?
To teach children the word recognition skills that would enable them to become independent, confident readers	Teacher observation Daily work Teacher-made tests criterion tests Publisher's achievement tests Cooperative Primary Tests (Grade 1- form 12A) Educational Test Grade 2-23A Service, Princeton,N.J. Grade 3-Form 23B)	See attached data
To teach children the skills of reading that would make them interested to read for recreation and information and to be able to work effectively in the content areas	Teacher observation Library check-out rate Parent observation Interest survey	Children in this program are very confident and interested in reading--even in the first grade. The check-out rate in the library (two schools available) has increased significantly. The interest survey (Manzanita School) showed a high interest in reading and a favorable attitude toward school.

COMPARISON OF MEDIAN GRADE LEVEL READING ACHIEVEMENT
FOR LIPPINCOTT PROGRAM SCHOOLS
STANFORD READING TEST
COOPERATIVE PRIMARY READING TEST
May 1967 - 1973

LARKIN SCHOOL



Reading Method	Grade	Year	Median
State Basal	1	1967	1.6
Lippincott		1968	1.9
Lippincott		1969	1.9
Lippincott		1970	2.2
Lippincott		1971	2.1
Lippincott		1972	2.0
Lippincott		1973	2.2
State Basal	2	1968	2.7
Lippincott		1969	3.1
Lippincott		1970	3.3
Lippincott		1971	3.4
Lippincott		1972	4.1
Lippincott		1973	3.9
State Basal	3	1969	3.6
Lippincott		1970	4.0
Lippincott		1971	4.1
Lippincott		1972	4.2
Lippincott		1973	4.4

------ State Median (1972)

______ Publisher's Norm

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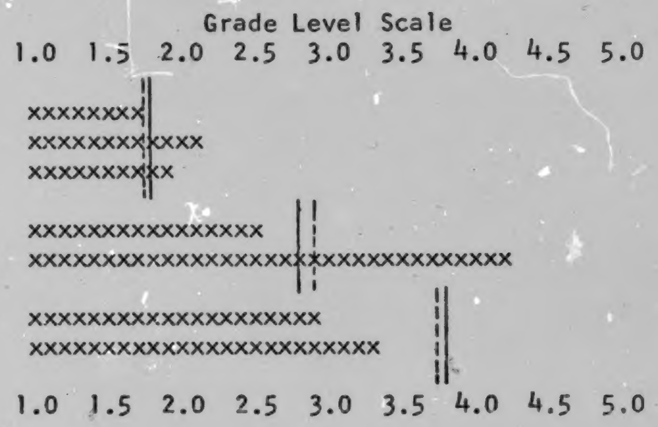
LARKIN SCHOOL

	Grade	Year	Percentage Below State 25th Percentile 10% 20% 30% 40% 50%	% & Number Below State 25th %ile %	#	Number Tested
State Basal	1	1967	xxxxxxxxxx	10%	4	40
Lippincott		1968	xxxxxxx	7%	3	42
Lippincott		1969	xxxxxxxxxxx	11%	6	53
Lippincott		1970	xxxxxxxxxxx	11%	4	35
Lippincott		1971	xxxxxxxxxxxxxxxxxxxxxxxxxx	26%	7	27
Lippincott		1972	xxxxxxxxx	9%	3	35
Lippincott		1973	xxxxxxxxxxx	11%	3	27
State Basal	2	1968	xxxxxxxxxxx	11%	4	38
Lippincott		1969	xxxxxxx	7%	3	40
Lippincott		1970	xx	2%	1	47
Lippincott		1971	-	0	0	31
Lippincott		1972	-	0	0	30
Lippincott		1973	-	0	0	32
State Basal	3	1969	xxxxxxxxxxx	11%	4	37
Lippincott		1970	-	0	0	34
Lippincott		1971	xxxxxxxxxxxx	12%	6	48
Lippincott		1972	xxxx	4%	1	23
Lippincott		1973	xxxx	4%	1	24
			10% 20% 30% 40% 50%			

COMPARISON OF MEDIAN GRADE LEVEL READING ACHIEVEMENT FOR LIPPINCOTT PROGRAM SCHOOLS

COOPERATIVE PRIMARY READING TEST
May 1971 - 1973

MANZANITA SCHOOL



Reading Method	Grade	Year	Median
State Basal	1	1971	1.7
Lippincott		1972	2.1
Lippincott		1973	1.9
State Basal	2	1972	2.5
Lippincott		1973	4.2
State Basal	3	1972	2.9
Lippincott		1973	3.3

------ State Median (1972)

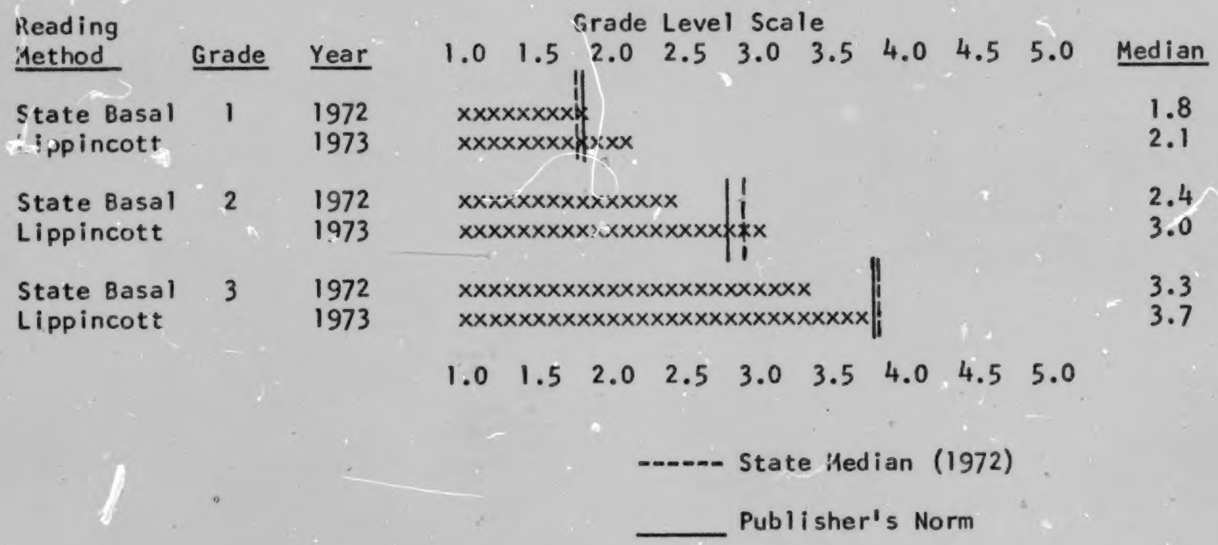
______ Publisher's Norm

MANZANITA SCHOOL

				% & Number Below State 25th %ile		
	Grade	Year	10% 20% 30% 40% 50%	%	#	Number Tested
State Basal	1	1971	xxxxxxxxxxxxxxxxxxxxx	21%	13	61
Lippincott		1972	xxxx	4%	2	43
Lippincott		1973	xxxxxxxxxxxxxxxxxxxxxxxx	24%	8	33
State Basal	2	1972	xxxxxxxxxxxxxxxxxxxxx	21%	11	53
Lippincott		1973	-	0	0	47
State Basal	3	1972	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx	49%	25	51
Lippincott		1973	xxxxxxxxxxxxxxxxxxxxxxxxxxx	27%	16	59
			10% 20% 30% 40% 50%			

COMPARISON OF MEDIAN GRADE LEVEL READING ACHIEVEMENT
FOR LIPPINCOTT PROGRAM SCHOOLS
COOPERATIVE PRIMARY READING TEST
May 1972, 1973

HAYES SCHOOL



Reading Method	Grade	Year	Median
State Basal	1	1972	1.8
Lippincott		1973	2.1
State Basal	2	1972	2.4
Lippincott		1973	3.0
State Basal	3	1972	3.3
Lippincott		1973	3.7

HAYES SCHOOL

				% & Number Below State 25th %ile		
	Grade	Year	Percentage Below State 25th Percentile 10% 20% 30% 40% 50%	%	#	Number Tested
State Basal	1	1972	xxxxxxxxxxxxxxxxxxxxxxxxxxxx	28%	22	79
Lippincott		1973	xxxxxx	6%	5	83
State Basal	2	1972	xxxxxxxxxxxxxxxxxxxxxxxxxx	26%	20	78
Lippincott		1973	xxxxxxxxxxxxxxxxxx	18%	14	80
State Basal	3	1972	xxxxxxxxxxxxxxxxxxxxxxxxxxxx	28%	19	67
Lippincott		1973	xxxxxxxxxxx	11%	9	81
			10% 20% 30% 40% 50%			

RESOURCE BOOK

OF

LEARNING CENTER ACTIVITIES, GAMES AND JOB CARDS

FOR THE

INDIVIDUALIZATION OF READING INSTRUCTION

Monterey Peninsula Unified School District
Monterey, California

RESOURCE BOOK
OF
LEARNING CENTER ACTIVITIES, GAMES AND JOB CARDS
FOR THE
INDIVIDUALIZATION OF READING INSTRUCTION

By Participants

In The San Jose State University Workshop

Spring, 1973

Monterey, California

WORKSHOP DIRECTOR

Mareta Varner
Elementary Reading and Language Arts Consultant

EDITORIAL STAFF

Mareta Varner

Reading Resource Teachers

Sarah Ector
Mardi Griffith
Grace Hunter
Katie Kelley
Dorothy Konrad
Frances Lumly
Connie Merz
Sarah Perkins
Kristin Searle
Elise Stewart

Miller Unruh Reading Specialists

Dorothy Becker
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Pattie Clapper
Joan Knutson
Priscilla Maynard
Harriet Mills
Dorothea Nguyen
Corinne O'Kane
Jane Pilotte
Wilma Shirley
Bertha Stephens

PUBLISHED BY

MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

MONTEREY, CALIFORNIA

Dr. James C. Harrison, Superintendent of Schools

Dr. Henry T. Hutchins, Assistant Superintendent of Instruction

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1973 - 1974

ACKNOWLEDGEMENTS

A SPECIAL NOTE OF THANKS:

To the teachers of the district who provided the learning center activities, games and job cards for this publication.

To the Reading Resource Teachers and Miller Unruh Reading Specialists who edited the manuscript.

To Mrs. Patricia Fatchett who typed the manuscript and made all the sketches.

To Mr. Paul Torres and the print shop staff for printing and binding the book.

INTRODUCTION

Learning Center Activities, Games and Job Cards is a resource book designed by teachers for teachers to facilitate the development of a variety of instructional materials for teaching specific reading and language skills. It evolved from a workshop through San Jose State University.

Models of many of the learning center activities are in the Instructional Materials Center. Each model has an IMC number that will refer to the IMC number in the Resource Book. The IMC number also corresponds to the page number in the Resource Book. Example:

Learning Center Model No. LC 31 will refer to page 31 in the Learning Center section of the Resource Book.

Game Model No. G 26 will refer to page 26 of the Games section of the Resource Book.

Materials needed for making the models are in the Instructional Materials Center. Teachers, aides and volunteers are encouraged to use this facility to replicate these models or to develop new instructional materials appropriate for student needs.

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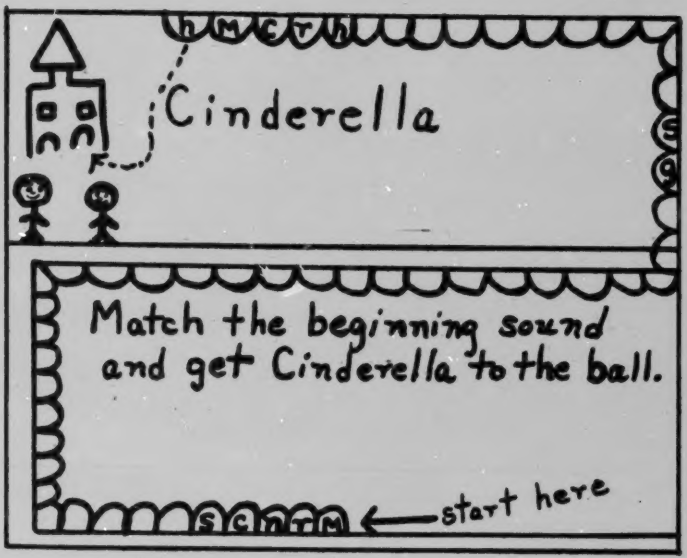
LEARNING CENTER ACTIVITIES
FOR THE DEVELOPMENT OF WORD RECOGNITION SKILLS
PHONETIC ANALYSIS

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY:	Castle of Consonants
INSTRUCTIONAL LEVEL:	K - 3
OBJECTIVE.	Reinforcement of initial consonant.
MATERIALS:	Game board - 18" x 28" 50 Game cards - 4" x 4"


h M C T h
Cinderella
S
G
Match the beginning sound and get Cinderella to the ball.
S C N T M
start here

PROCEDURE:	Spread cards face down. Each child puts a marker on start. Players draw cards at random and if picture sound on card matches letter on board, advance one space. Whether a match or not, he returns card to playing surface. Advantage is gained by remembering position of discards. First to enter castle wins.

IMC NO LC-1

Submitted by Emma Washington

LEARNING CENTER ACTIVITY

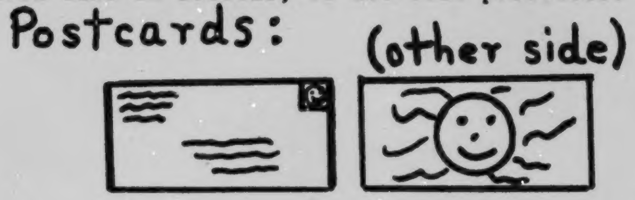
NAME OF ACTIVITY: Sorting the Mail

INSTRUCTIONAL LEVEL: K - 3

OBJECTIVE: Phonetic Analysis: Initial Consonants

MATERIALS: Ten small boxes (milk cartons) or envelopes, "post cards" made from tagboard or real postcards of definite objects, 1 large piece of chipboard or cardboard.

DIRECTIONS: Secure boxes or envelopes to chipboard. Label each with one consonant (c, t, n, m, p, d, g, r, s, b--most common). Make up "postcards" by pasting pictures of common objects on one side of tagobard cards, and designing the other side to look like an address; or use real postcards.



PROCEDURE: Child picks up stack of postcards and sorts into envelopes or boxes according to initial sound. Master list for each envelope could be put inside, or taped to back. If done in pairs, children could check each other.

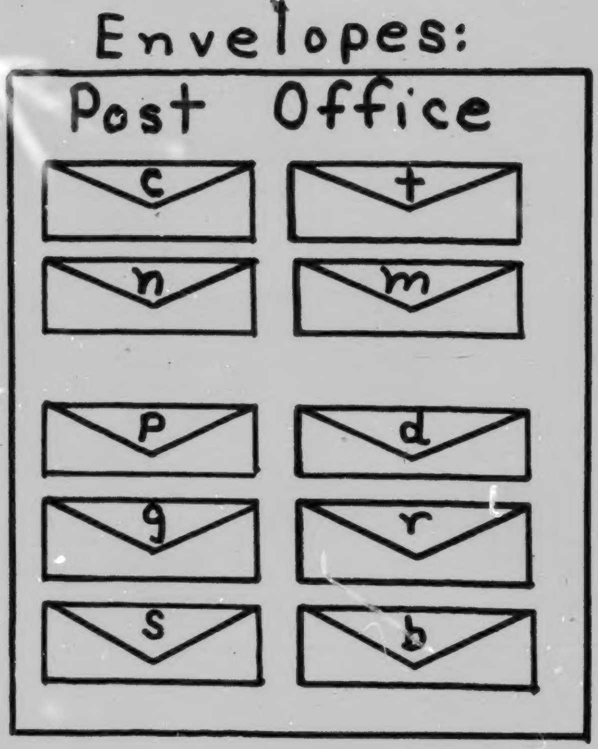
VARIATIONS: Any phonetic sound could be used in place of initial consonants. Postcards must be designed to fit each sound being used.

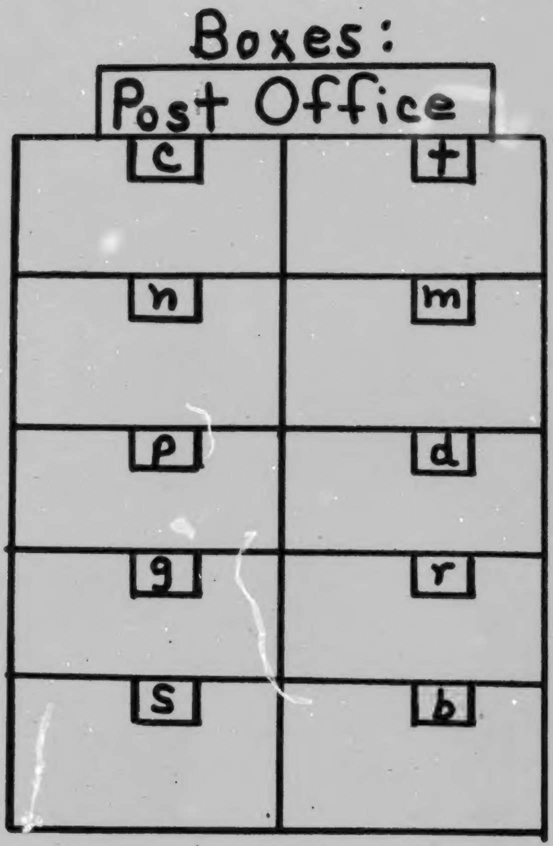
EXAMPLE OF ACTIVITY ON NEXT PAGE.

IMC NO LC-2

Submitted by Elaine Smith

EXAMPLE OF LEARNING CENTER ACTIVITY: Sorting the Mail


Envelopes:
Post Office
c
t
n
m
p
d
g
r
s
b


Boxes:
Post Office
c
t
n
m
p
d
g
r
s
b

LEARNING CENTER ACTIVITY
(Word Recognition)

NAME OF ACTIVITY: Matching Words With Pictures

INSTRUCTIONAL LEVEL: 1 - 6

NUMBER OF PLAYERS: 1 - 2

OBJECTIVE: Word recognition practice.

MATERIALS: Large piece of tagboard with either a self drawn picture or a picture from a magazine. Many 2 x 2 cards.

DIRECTIONS: Mount magazine picture or drawing on the wall or on a desk top. Prepare word cards that can be attached with pins next to particular items in the picture.

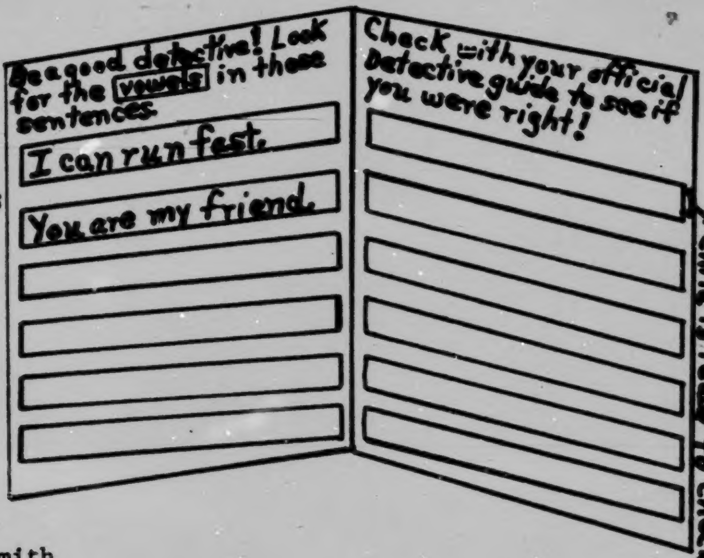
PROCEDURE: Have the child read the word card and then match it to the picture item that matches that word. An example might be a picture of the inside of a house. Possible words to match pictured items are: chair, desk, rug, cat, window, etc.

IMC NO__________

Submitted by Marilynn Stannard

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY:	Detective
INSTRUCTIONAL LEVEL:	2 - 6
OBJECTIVE:	Phonetic Analysis. (In this case, vowels; however, this center is flexible and may be adapted to any skill and level of skill.)
MATERIALS:	Heavy tagboard (28" x 36") or 2 pieces of chipboard or other cardboard (14" x 18") and plastic binding tape. Eleven 2" x 12" pieces of plastic acetate. Ten 1½" x 10" sentence strips. Marking pen or grease pencil.
DIRECTIONS:	Fold large piece of tag in half, or join chip or cardboard with binding tape. Secure 5 acetate strips evenly onto each side of tag as illustrated, gluing or taping with plastic tape on 3 sides of plastic. Leave one side open in order to insert sentence strips and answers in proper slots. Write directions at top, securing smaller plastic piece in the same manner as sentence slots. Current skill being used can be inserted in this slot.
PROCEDURE:	Child reads directions to find out skill for which he will be the "detective". He reads each sentence, and marks vowels with grease pencil. After each sentence is marked, he immediately checks his answers by pulling out the slider on the answer side of the center.
VARIATIONS:	Make several sets of sentences for any skill, such as certain vowel sounds, blends, digraphs, etc., varying each set by using differing reading levels.


Be a good detective! Look for the vowels in these sentences.
I can run fest.
You are my friend.
Check with your official Detective guide to see if you were right!

Child → marks vowels with plastic pencil directly on acetate-covered sentence.

Slider covers answer until child is ready to check.

IMC NO LC-5

Submitted by Elaine Smith

LEARNING CENTER ACTIVITY
(Word Recognition)

NAME OF ACTIVITY: Be A Bell Ringer

INSTRUCTIONAL LEVEL: 2 - 6

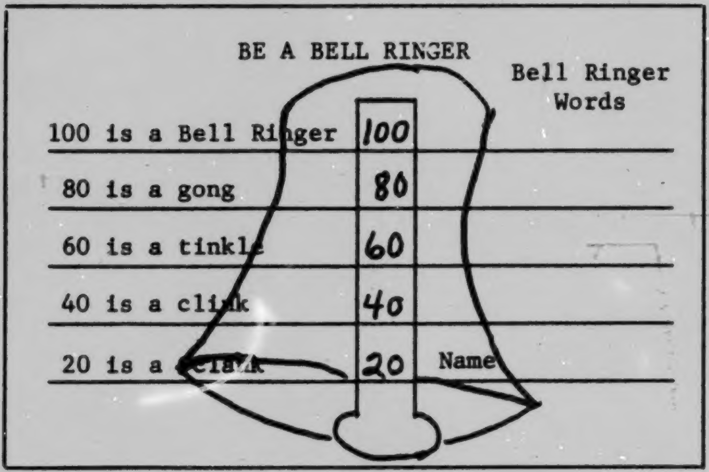
NUMBER OF PLAYERS: 1 or more

OBJECTIVE: To review the beginning and ending consonant blends.

MATERIALS: Oak tag board. Ditto master.
Oak tag cards. Envelope or box for holding cards.
Ditto master for making student record sheets.

DIRECTIONS: Make a board like the illustration and cards of digraphs. Run dittoes for inclusion in the kit.

(Ditto this)

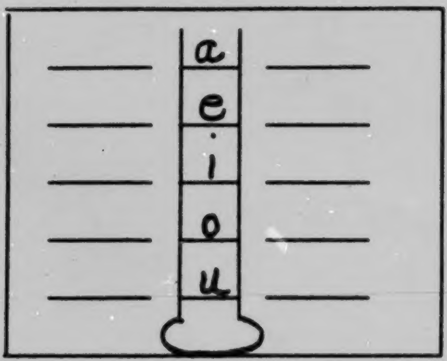

BE A BELL RINGER
Bell Ringer Words
100 is a Bell Ringer
80 is a gong
60 is a tinkle
40 is a clink
20 is a clank
100
80
60
40
20
Name

Print blends on cards

bl
br
cl
ng
nk

at
gh
th
sh
... so forth

Make this card.



The student makes words by placing the blend cards on either side of the vowels on the activity card. As he assembles words he writes them on his score sheet and colors in the space. When he has completed the sheet, he checks his list of words against the answer key attached to the back of the task card.

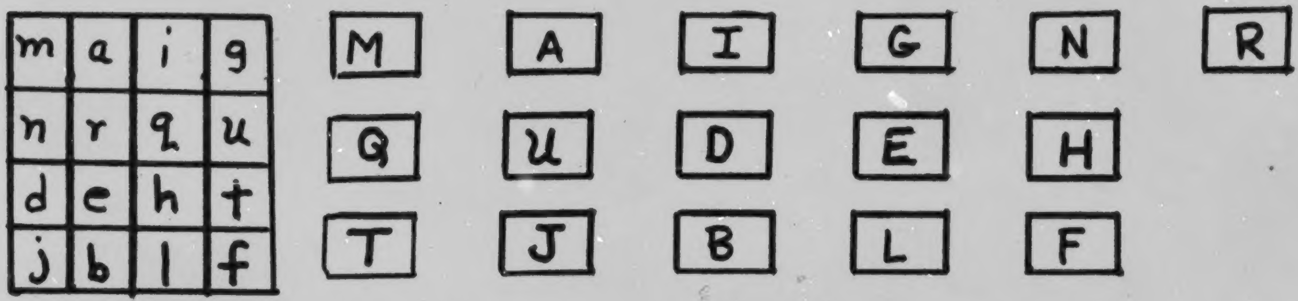
This game can be expanded by placing dipthongs and digraphs on the board.

IMC NO LC-6

Submitted by J. Tomlinson

LEARNING CENTER ACTIVITY
(Word Recognition Skill)

NAME OF ACTIVITY:	Alphabet Match
INSTRUCTIONAL LEVEL:	K - 1
OBJECTIVE:	To teach recognition of lower case and capital letters.
MATERIALS:	12" x 12" tag or railroad board, marking pen, mystic tape, tag strips cut to 2" x 2".
DIRECTIONS:	Mark off number of squares needed (16 in this case). Write letters in lower case. Bind edges with mystic tape. Write capital letters on 2" x 2" cards. Write lower case on reverse.

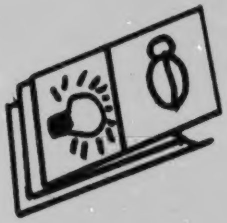


PROCEDURE:	Child matches capital letter to lower case letter on board; to check; turn card over.

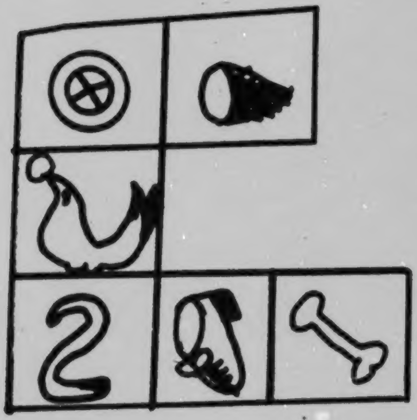
IMC NO LC-7

Submitted by K. Aguilar

NAME OF ACTIVITY:	Rhyming Dominoes
INSTRUCTIONAL LEVEL:	1 - 5, Remedial
OBJECTIVE:	To match pictures of rhyming words, learning rhyming sounds.
MATERIALS:	4" by 5" cards, an uneven number, marking pen, ruler, pictures.



DIRECTIONS:	Draw line across center of card. Glue pictures or draw same, two to a card.
PROCEDURE:	Divide dominoes up evenly among players. Place one card face up. Children match rhyming words. First to play all his cards is the winner.
VARIATIONS:	Use words for rhyming rather than pictures. Match two words with contractions. Match words that make compound words.



IMC NO LC-8 .

Submitted by J. Brandlin

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Word Recognition Skill

INSTRUCTIONAL LEVEL: 3 - 6

OBJECTIVE: To give practice in using long vowel generalizations.

RULE I: When two vowel letters are together, the first usually says its name and the second is usually silent.

RULE II: One-syllable words ending in e, the first vowel is usually long and the e is silent.

TASK: In the following sentences, underline each word with one line, that fits rule I; underline each word with two lines that fit rule II.

1. A little stream flowed through the field.
2. The happy girl was singing a song.
3. Over the hill is a meadow.
4. Open your heart and let the sunshine enter.
5. A red pencil and a green gate are happy things for a child.
6. Wheat and grain are sources of nutrition.
7. The white hen laid a yellow egg.
8. I have been to the river, and gone boating.
9. The leaves are green in the spring.
10. Ten dimes make a dollar each time you add them.
11. Weave at the loom, dear friend.
12. Treat yourself to an orange, daily.
13. Come to my home after school, please.
14. The rains came and washed away my sandcastle.
15. Teach only good things, so that I may remember, and not forget.

IMC NO____________

Submitted by Lochie B. Hatcher

LEARNING CENTER ACTIVITY
(Vocabulary)

NAME OF ACTIVITY: Animal Anagrams

INSTRUCTIONAL LEVEL: 2 - 4

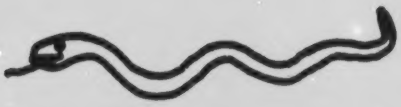
OBJECTIVE: Given a list of animal names spelled in a scrambled order, the student is able to identify the name of the animals and spell them correctly.

MATERIALS: File cards 5 x 7; pictures of animals to be used.

DIRECTIONS: Display pictures of animals at center. Scramble the names of the animals and print them on the file cards.

PROCEDURE: Students re-spell animal name and match it with picture of the animal. Check work at center.

Example:



EKNSA

IMC NO____________

Submitted by Steven Robinson

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Arrange-a-Board

INSTRUCTIONAL LEVEL: K - 1

OBJECTIVE: To aid child in visual discrimination of objects and shapes by arrangement of shapes in different order.

MATERIALS: Tag or railroad board 10" x 10"; construction paper in 5 colors; marking pen; scissors; ruler.

DIRECTIONS: On tag mark off 5 squares 2" x 2" with marking pen. From construction paper cut 5 each (in one color) triangles, squares, rectangles, circles and diamonds. (5 green triangles, 5 blue circles, etc.)

PROCEDURE: Child takes shapes and arranges them in each row so that no two rows look alike; that is, have the shapes repeated in the rows in the same sequence.

IMC NO__________

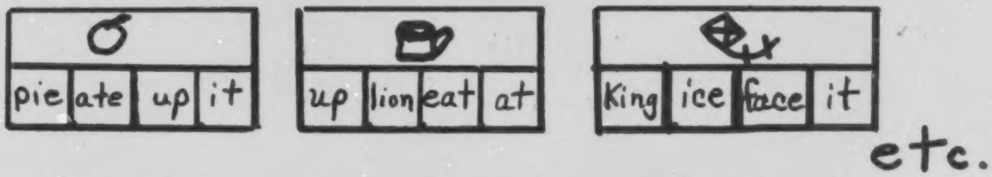
LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Vowel Clip Boards

INSTRUCTIONAL LEVEL: 1 - 8

OBJECTIVE: Children learn to identify the correct vowel sounds.

MATERIALS: Poster paper, hair clips, marker.



DIRECTIONS: Paste a picture on each card and then write 4 or 5 words underneath.

PROCEDURE: Children then take a clip and match the picture with the word having the same vowel sound. Children then turn the card over and see the correct answer.

VARIATIONS: You can vary the degree of difficulty depending on the grade level.

IMC NO LC-12

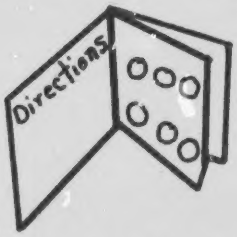
Submitted by Carol DiRaimondo

NAME OF ACTIVITY: Sound in the Circle

INSTRUCTIONAL LEVEL: 1 - 4

OBJECTIVE: To reinforce recognition of consonant blends (or other).

MATERIALS: One manila folder; one 8" x 11" piece of tagboard; small pictures of objects that begin with desired sounds; paper punch to make holes large enough to write in; board to pound on; hammer. (Squares can be cut using a razor if special punch is not available.)



DIRECTIONS: Cut tagboard in half. Using hammer, special punch and board, make holes in this piece, leaving room to glue your pictures above. Attach this page inside the folder, using plastic tape. Write the directions on the folder. Make self-checking by writing answers on the back of tagboard in the same location as the pictures.

PROCEDURE: Child places a piece of writing paper beneath the page with holes. He says name of the object pictured, listens for blend (or other sounds). Writes the blend he hears on his paper (through hole). When finished, he flips the page to check his own answers.

VARIATIONS: Can be used for any sounds, vowels, or math.

IMC NO LC-13

Submitted by J. Brandlin

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Mr. Long and Mrs. Short

INSTRUCTIONAL LEVEL: Primary, Remedial

NUMBER OF PLAYERS: Small group size

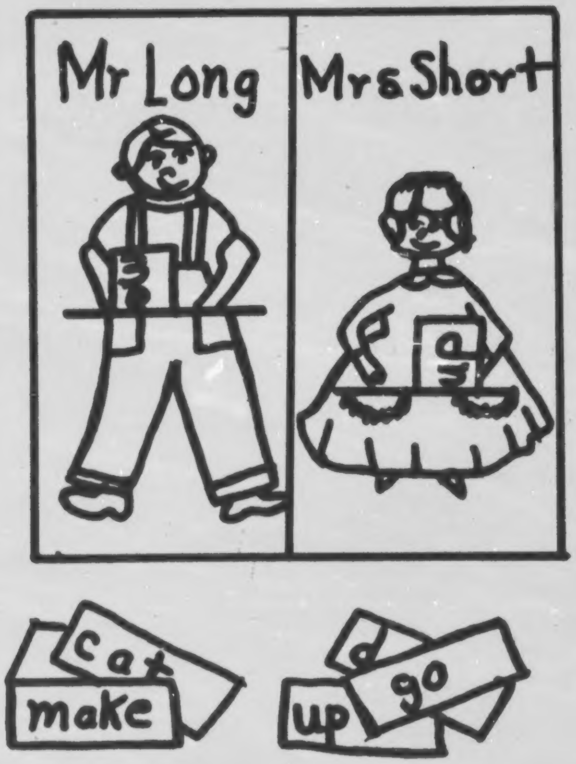
OBJECTIVE: To reinforce long and short vowels.

MATERIALS: Tagboard, word cards.

DIRECTIONS:

1. Make large pictures of a tall man to represent Mr. Long and a short woman to represent Mrs. Short. Each figure should have a pocket.
2. Make word cards of words which contain either long or short vowels.

PROCEDURE: Children play the game by sorting the cards, placing short vowel cards in Mrs. Short's pocket and the long vowel cards in Mr. Long's pocket.



IMC NO LC-14

Submitted by Vicki Noble

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Phonic Strips

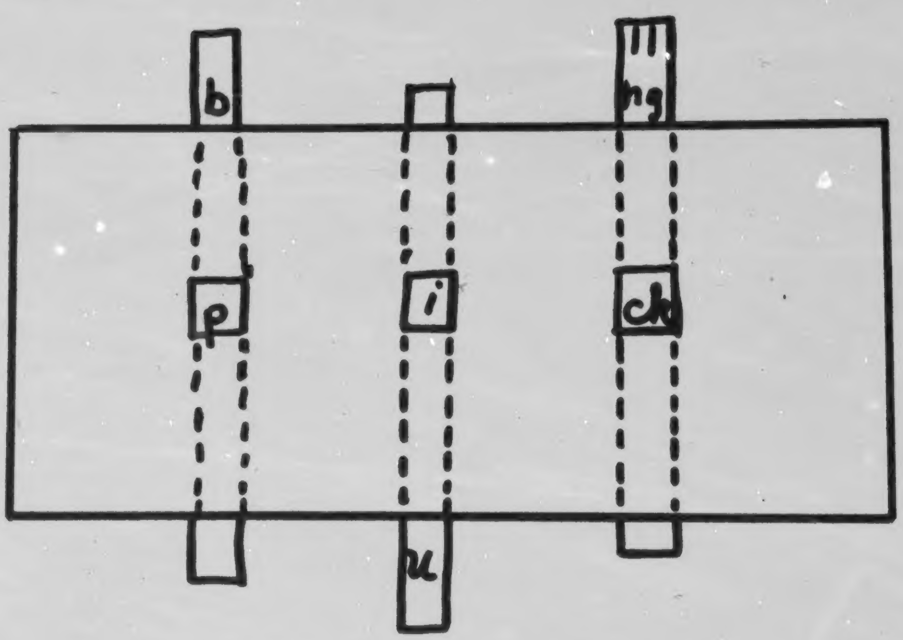
INSTRUCTIONAL LEVEL: Intermediate

OBJECTIVE: Short vowels, long vowels, digraphs, and structural analysis

MATERIALS: Index cards, magic marker

DIRECTIONS: Three horizontal slits, close together and in line, are made across a 4 x 6 index card. Three other slits are made directly below them. A number of thin strips are prepared (by cutting up another index card) of a proper width so that they can be threaded through the slits in such a way as to expose only a small part of the strip. On one strip a number of initial consonants can be printed, one below the other, on a second strip middle vowels, on a third common word endings, and so on.

PROCEDURE: The child inserts the strips and moves them up and down to read the different words which can be formed. He makes a list of the words that he forms.



IMC NO LC-15

Submitted by Carol Harber

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: "Talking Clown"

INSTRUCTIONAL LEVEL: 1 - 3

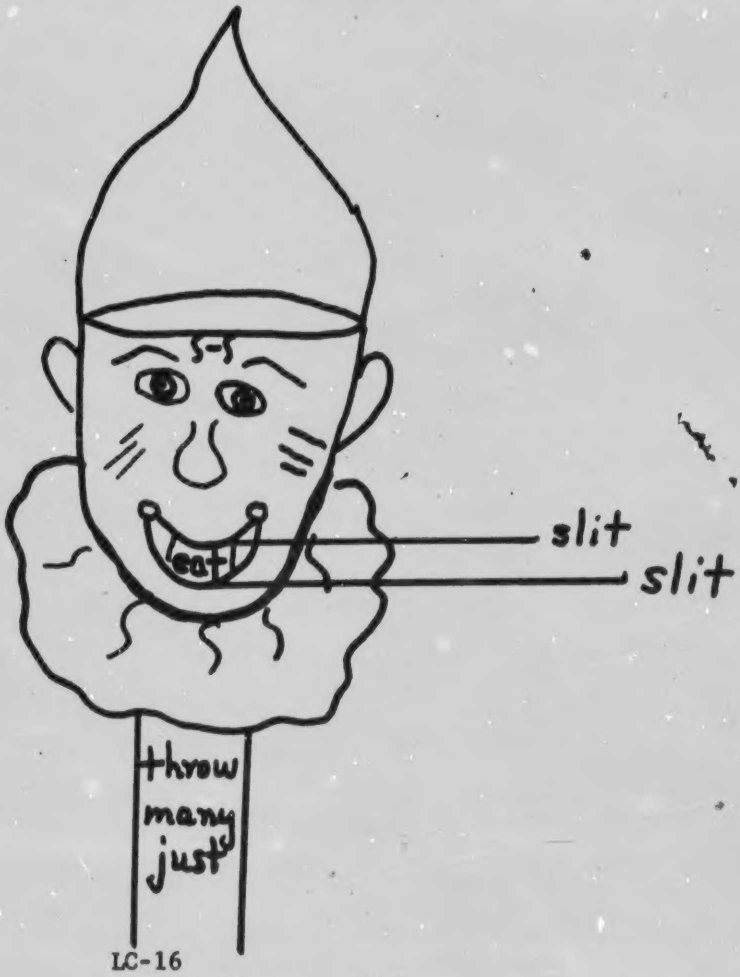
OBJECTIVE: To review sight words.

MATERIALS: On oak tag draw a picture of a clown's head. Cut a slit in the top and bottom of mouth. On a long strip of paper, put words to be reviewed and thread the strip through the slits.

PROCEDURE: One child pulls the strip through and the other child makes the clown talk by saying the words.

VARIATIONS:

1. Use any symbol that goes with the season or unit. (monkey, Santa, pumpkin, elephant, etc.)
2. If words are printed on butcher paper, fasten the end to a roller of some kind. Put a rubber band around the roller for storing. Many vocabulary lists can be made in advance.
3. Can be used for re-enforcing phonics skills.



IMC NO LC-16

Submitted by Emilie Haas

LC-16

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Initial Sounds Bingo

INSTRUCTIONAL LEVEL: K - 2

OBJECTIVE: To recognize initial sounds from listening to teacher speak word and seeing picture.

MATERIALS:
8" x 10" tagboard for each child.
Felt marker.
2" square pictures backed with tagboard.
Library Pocket.
Sentence strips.

DIRECTIONS: Find a set of pictures for each child with the initial sounds the same for each child, but the pictures may be different. With felt pen mark off 2" squares. In each square a picture is pasted (different order on each tagboard). Paste library pocket on back of tagboard. Cut sentence strips into 2" squares and write an initial sound on each square - one for each picture. Put all initial sound cards in Library Pocket.

PROCEDURE: Each child has his prepared tagboard in front of him. The child listens to the teacher say a word. Then the child covers the picture of the object that begins like the word the teacher said with the correct initial sound. When the child has covered a line across, diagonally or vertically, the child speaks out "Bingo."

VARIATIONS: Change game to rhyming sounds or long and short vowels sounds.

MATERIALS IN IMC:
Sentence Strips
Tag board
2" pictures
Felt marker
Library pockets

IMC NO LC-17

Submitted by Lucretia Anne Portman

NAME OF ACTIVITY: Beginning Consonants

INSTRUCTIONAL LEVEL: 1

OBJECTIVE: To match pictures with initial consonants.

MATERIALS: 24 x 36 tagboard, pictures of objects. (Make sure that you have pictures representing the sounds that you want to teach.) Shoestrings.

DIRECTIONS: Mount pictures on tagboard, print consonants across bottom of board, punch hole next to each picture and letter, attach shoestring at letter end.

PROCEDURE: Student puts shoestring through hole next to picture that correctly corresponds with a beginning consonant.

IMC NO__________

Submitted by Donna Robinson

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Shake An Egg

INSTRUCTIONAL LEVEL: K - 1

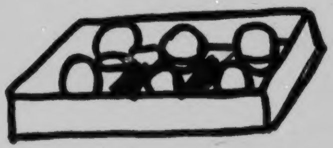
NUMBER OF PLAYERS: 2

OBJECTIVE: Sound Matching: Readiness for beginning sounds.

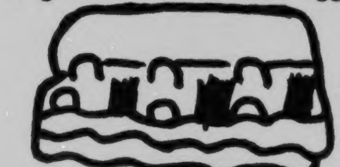
MATERIALS: 1/2 dozen L'eggs with their cardboard holders; two or three objects for each egg such as paper clips, marbles, crayon pieces, pebbles; any decorative container or 2 egg cartons; either Perma-Markers (7 different colors or 7 different color stars).

L'egg in individual container

L'eggs for 3 pairs



regular size Easter eggs



DIRECTIONS: Mark top of eggs all the same color (e.g. with dots). Mark 2 eggs each with the same color on the bottom sides of eggs. Place like objects in the pair of matched bottom color-coded eggs. Paint alternate rows in box to separate the pairs. Paint or contac cover the individual L'egg holders and mark their circle space in the box.

PROCEDURE: Take the eggs out of the container where they are supposed to be matched. Mix them up, making sure the coded side is down (nonvisible), by keeping L'eggs in individual holders. Then a child shakes one of these and places it in a circle space. He then shakes other eggs until he thinks he has matched the sound which he places in the row beside the other one. Repeat until all eggs are "matched." Then check bottom of eggs to see if colors match for self-correction.

VARIATIONS: Materials: Use plastic Easter eggs all the same color with two egg cartons. Paint alternate rows in one container. Use the other for mixing eggs up. Use different colored stars for coding.

VARY COMPLEXITY: 1) Add more choices; that is, more pairs; 2) Change the objects inside for finer discriminations.

IMC NO LC-19

Submitted by Panoria Foreman

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Contraction Concentration

INSTRUCTIONAL LEVEL: 3 - 6

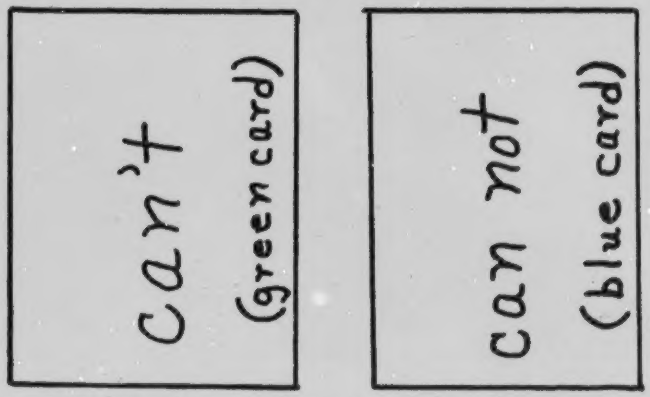
NUMBER OF PLAYERS: 1 - 4

OBJECTIVE: Given a list of contractions, the student is able to identify the words from which they are made.

MATERIALS: Twenty tag cards 2½ x 3½ inches, clear and designed contact paper.

DIRECTIONS: Make ten pairs of cards with contraction on card of one color and the words that form that contraction on another color. Cover with clear contact.

Example:



PROCEDURE: Students take cards and place them down on a table. Students take turns turning cards over until they find a matching pair (can't - can not). They keep matching pairs until all cards are taken.

IMC NO__________

Submitted by Steven Robinson

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Rhymemaking

INSTRUCTIONAL LEVEL: Intermediate

OBJECTIVE: Identifying rhyming words; poetic appreciation.

MATERIALS: Strips of paper, magic marker

DIRECTIONS: Lines from several verses are printed on separate strips.

PROCEDURE: The child is to pick out all the lines which end in the same sound and assemble them into a little poem. (High poetic standards are not necessary.)

The Indians on the hill,

Led by Big Chief Bill,

Are standing very still,

For they are out to Kill.

IMC NO__________

Submitted by Carol Harber

LC-21

NAME OF ACTIVITY: Let's Go Visiting

INSTRUCTIONAL LEVEL: K* - 2, Remedial

NUMBER OF PLAYERS: Small groups or individuals.

OBJECTIVE: To teach word rhyming skill.

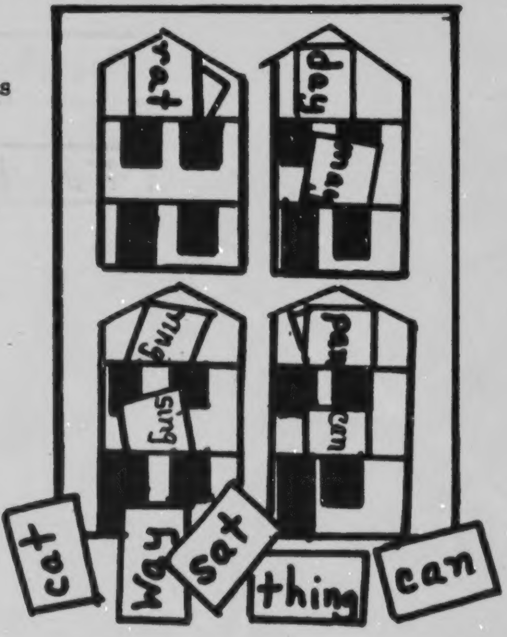
MATERIALS: Tagboard, cardboard, cards, envelope.

DIRECTIONS:

1. Make four houses 3 x 5½ inches in size. Make two rows of parallel slits in the houses to hold word cards.
2. Mount the houses on two pieces of 9 x 12 inch cardboard. Place a large envelope on the back to hold cards.
3. Make a set of small word cards which will fit in the spaces provided on the houses. Examples: cat, rat, fat, sat, that: king, ring, thing, sing, wing: day, may, way, say, lay: ran, can, man, than.

PROCEDURE: To play the game, a child places the word cards that rhyme together in the slits on the houses.

VARIATIONS: This activity can also be used with pocket charts or peg boards.



* The game can be used at kindergarten level by using pictures instead of words.

IMC NO LC-22

Submitted by Vicki Noble

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Short Vowels

INSTRUCTIONAL LEVEL: K - 1

NUMBER OF PLAYERS: 1 - 2

OBJECTIVE: To reinforce development of the ability to hear short vowels and to associate the sound with its symbol.

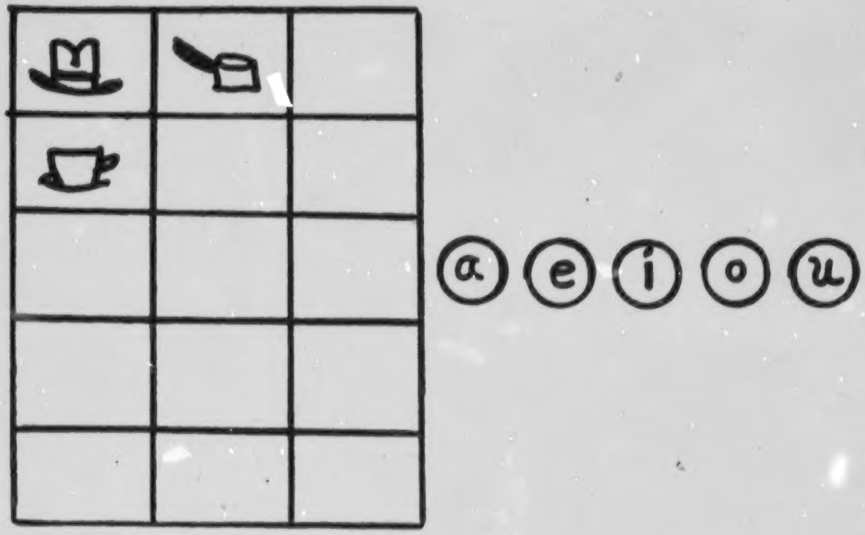
MATERIALS:
12 x 20 piece of cardboard for each board made
3 inch circles of tag
felt pens, scissors, paste
old phonics or reading workbooks for pictures

DIRECTIONS: Mark the cardboard into 4 inch squares. Paste a different short vowel picture in each box. Write the short vowels on the circles (one letter to each circle). Paste an envelope to the back of the board to contain a card with the correct answers for the board.

PROCEDURE: The child says each picture, then finds a circle containing the symbol for the vowel sound. He lays the circle on the picture. When he has covered the entire board, he checks himself against the answer key.

VARIATIONS:

1. Play it as a game by having several boards and placing all the circles in a box. Each child draws a circle to place in an appropriate box on his board. The first child to complete a row of five is the winner.
2. Vocabulary -- Write words instead of vowels on the circles.



IMC NO LC-23

Submitted by Jo Ellen Moore

LC-23

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Long and Short

INSTRUCTIONAL LEVEL: 1 - 4, remedial

NUMBER OF PLAYERS: 1 - 2

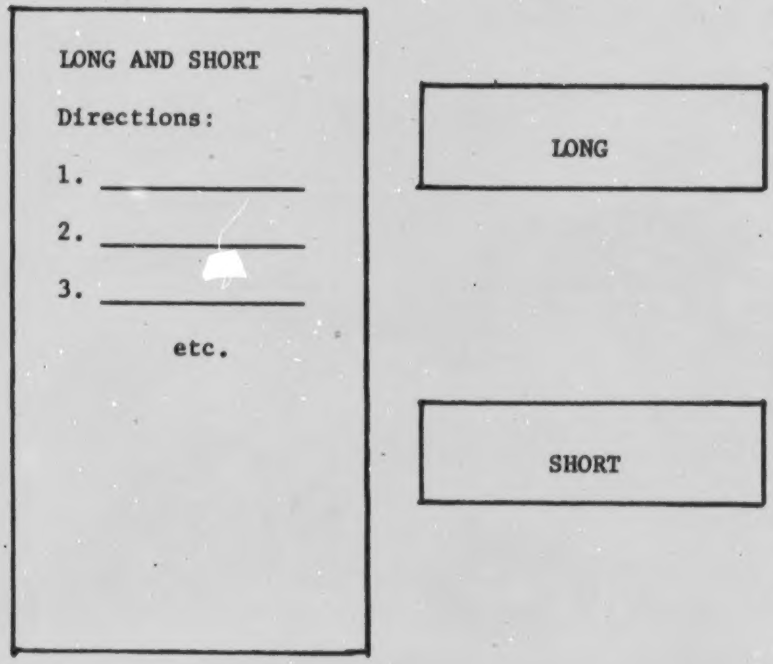
OBJECTIVE: Given a group of word cards, the child will identify the long or short vowel sound in the word by placing the card in the properly marked envelope.

MATERIALS: Tagboard, old magazines, 3 envelopes

DIRECTIONS: Choose words, pictures, etc., from old magazines, Dolch list, or current readers and mount on tagboard. Cut up and mark on back with the correct sound of the word, e.g., short i, long e, etc. Place all of these words in an envelope with directions printed on the front. Inside the envelope have two other envelopes, one marked long and one marked short.

PROCEDURE:

1. Put words in big envelope on table with all words or pictures on top.
2. Say the word to yourself. Does it have a long or a short vowel sound?
3. Decide and place the word in the envelope marked long if it has a long vowel sound, or the envelope short if it has a short vowel sound.
4. When you have placed all of the words in an envelope, check by taking out the cards and looking on the back of each card.



IMC NO LC-24

Submitted by Cindy Sheldon

LC-24

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Detective

INSTRUCTIONAL LEVEL: 1 - 4, remedial

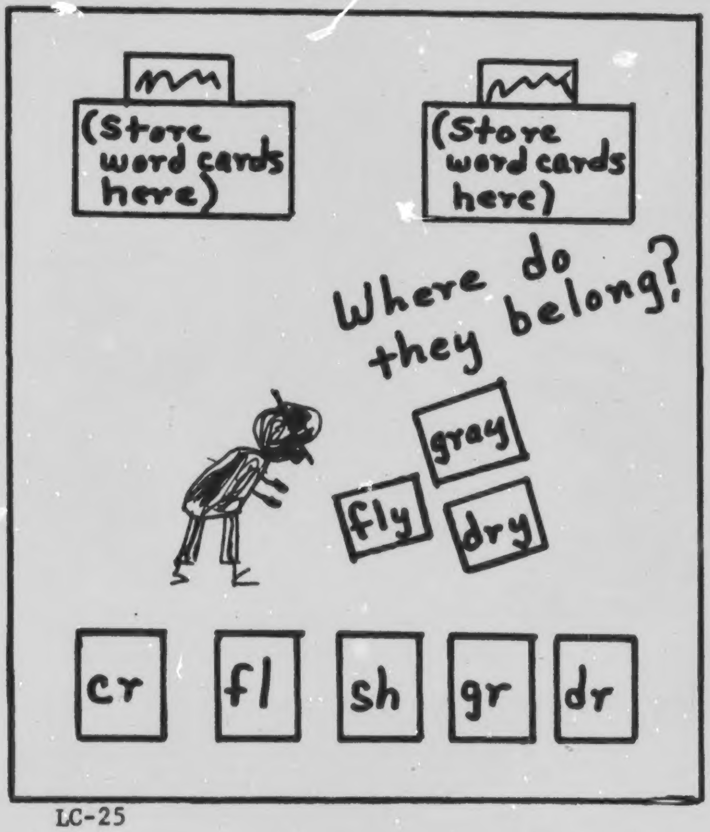
NUMBER OF PLAYERS:

OBJECTIVE: Given a set of words, the student will be able to identify and place the proper word card in the proper envelope distinguishing the beginning consonant blends.

DIRECTIONS: Prepare a chart with 2 large pockets on top. Underneath have other pockets labeled with such blends as cr, fl, sh, dr, gr, etc. Using the vocabulary from the readers, prepare word cards with these beginning blends.

PROCEDURE: Can you find where all the cards belong???

1. Place words in proper pocket. Say the word to yourself, with what two letters does it begin? Place the card in the proper pocket.
2. Place all the cards in a pocket.
3. Check by looking at the back; are all the cards in the proper pocket?
4. Return to the top pockets.



LC-25

IMC NO. LC-25

Submitted by Cindy Sheldon

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Find the Pictures

INSTRUCTIONAL LEVEL: K - 2

OBJECTIVE: To teach sound-symbol association of letters to sounds.

MATERIALS:

Scissors
Paste
Old magazines
Paper sheets
Envelope

PROCEDURE: Using small squares of paper, write consonants, vowels or digraphs on the squares. Child reaches into envelope and picks five. He then searches through magazines to find pictures of his letters and labels them in collage form.

IMC NO____________

Submitted by Regena Lauterbach

LC-26

LEARNING CENTER ACTIVITY
(Word Recognition Skill)

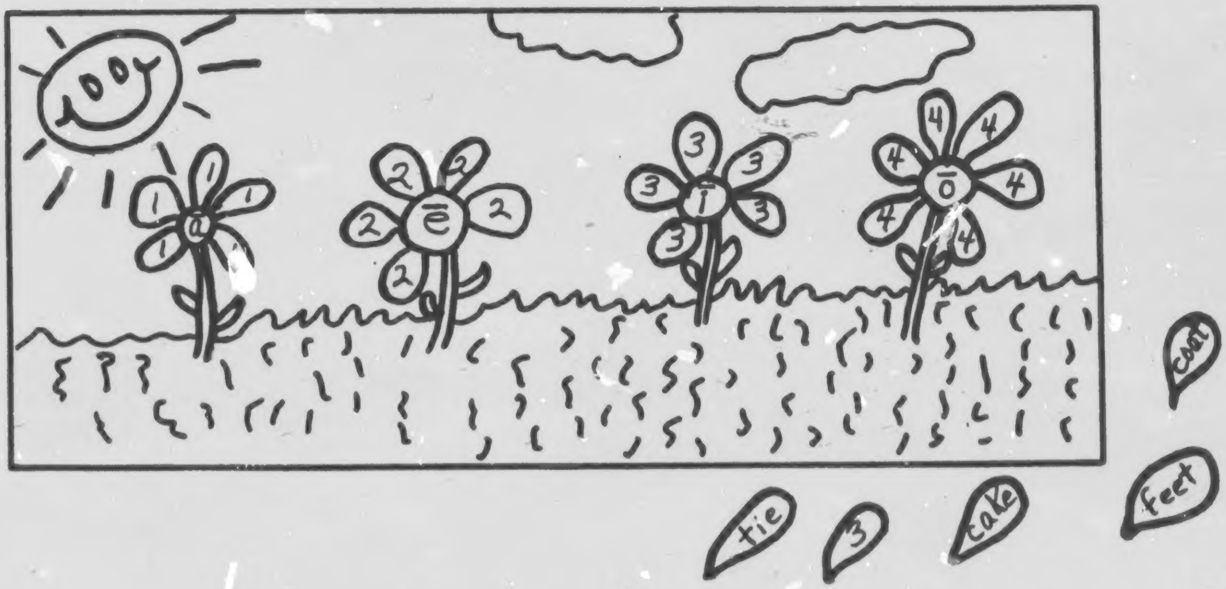
NAME OF ACTIVITY: Garden of Words

INSTRUCTIONAL LEVEL: 1 - 3, remedial

OBJECTIVE: To increase discrimination of the long and short vowel sounds.

MATERIALS: Tagboard; word cards to match the petals on the flowers on the tagboard.

PROCEDURE: Child places the petals on the flowers. If the petal is on the right flower, the number on the back of the petal will be the same as the number on the flower.



IMC NO LC-27

Submitted by O. Mack

LC-27

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Short Vowel Drill

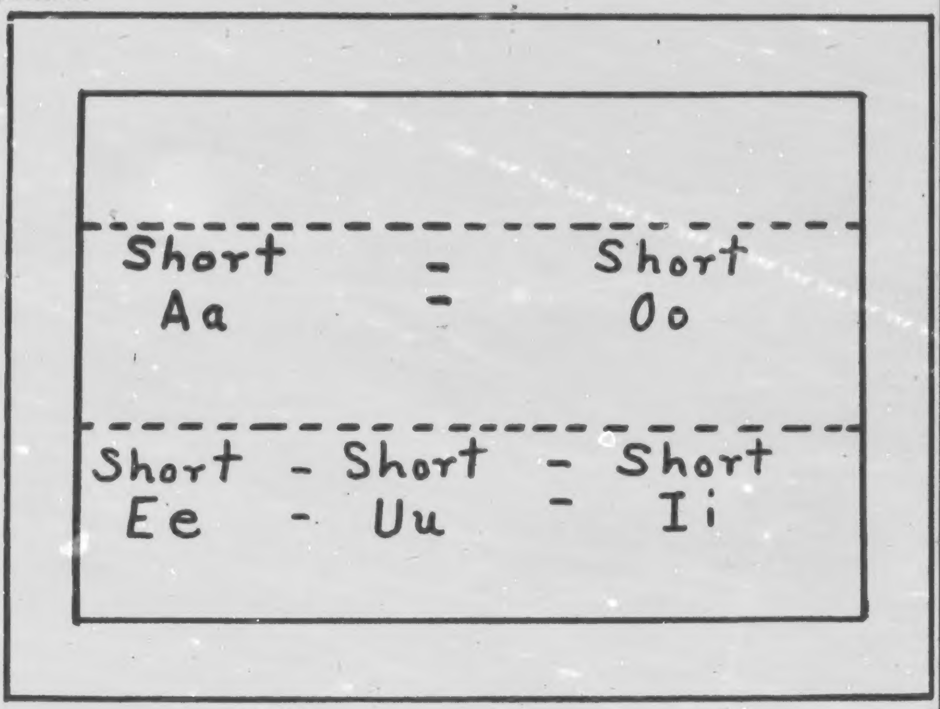
INSTRUCTIONAL LEVEL: Primary or remedial intermediate

OBJECTIVE: Given a set of pictures of objects the names of which contain short vowel sounds, the child is able to arrange the pictures in pockets under the appropriate vowel sounds.

MATERIALS:
1 piece of cardboard or mat board 10½" x 14"
1 piece of lightweight oak tag 12" x 14"
42½" plastic tape 3/4" wide
1 - 4" x 6 3/8" envelope with clasp
3" x 5" cards
Old primary workbooks or catalogues
A stapler with a very long arm
Scissors; glue; a black felt tipped pen (fine point)

DIRECTIONS: Staple envelope to the center of back of cardboard. Fold and staple the oak tag to form pockets. Label each pocket. Tape the oak tag to the cardboard. Cut pictures from the workbooks, each one containing a single short vowel sound. Cut the 3" x 5" cards into 2½" x 3½" pieces. Glue a picture on the back of each one. Label on the back with vowel sound and name of picture.

PROCEDURE: The child shuffles the picture cards which he finds in the envelope on the back of the card. He looks at each picture, decides what vowel sound is in the word and then files it in the appropriate pocket. When he is finished, he can check himself by looking on the back of each picture card in the pocket.



LC-28

IMC NO LC-28

Submitted by Jeanne Snyder

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: The Magic Hat

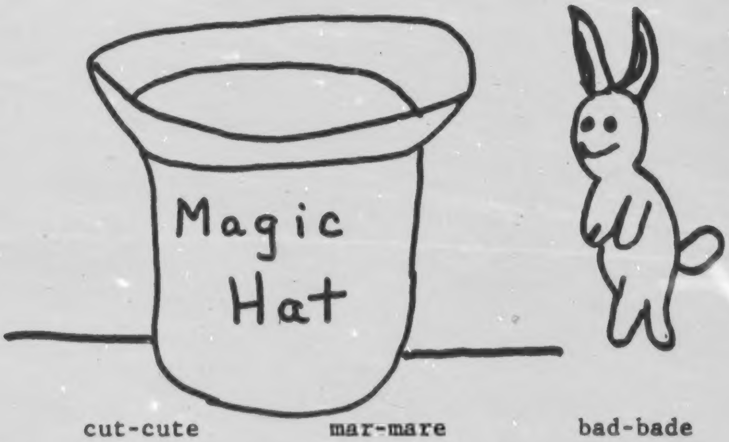
INSTRUCTIONAL LEVEL: 1 - 6

OBJECTIVE: To give practice in reading words with silent e.

MATERIALS: An old hat; flash card strips; felt pens; word lists; small pictures of rabbits.

PROCEDURE: The magic hat is placed on a table. The word cards have been placed inside. The Magician (teacher) pulls a card from the hat and calls on a child to read the word without the silent "e" and then again with the silent "e". Some of the cards have rabbits pasted on the back and the child who correctly reads the words on those cards gets to be the new Magician.

VARIATION: In a small group of children, simply hand the card to the child when he correctly reads it. First child to get 5 cards becomes the Magician.



EXAMPLES:

dim-dime
hop-hope
fir-fire
far-fare
mad-made
man-mane
Tim-time
Sam-same
cap-cape
shut-shute
fat-fate
pip-pipe
pal-pale
kit-kite

cut-cute
us-use
hat-hate
car-care
pet-Pete
Sid-side
win-wine
rob-robe
hid-hide
plan-plane
bit-bite
rip-ripe
cod-code

mar-mare
gal-gale
glob-globe
sag-sage
tub-tube
hug-huge
cur-cure
lob-lobe
cop-cope
sit-site
ton-tone
scar-scare
bar-bare

bad-bade
prim-prime
wan-wane
snip-snipe
sham-shame
tam-tame
rat-rate
rag-rage
fin-fine
plum-plume
rid-ride
strip-stripe
pan-pane

IMC NO LC-29

Submitted by Sandy Gallivan

LEARNING CENTER ACTIVITY
(Word Recognition Skill)

NAME OF ACTIVITY: Climb Down The Ladder

INSTRUCTIONAL LEVEL: 2 - 4

NUMBER OF PLAYERS: One

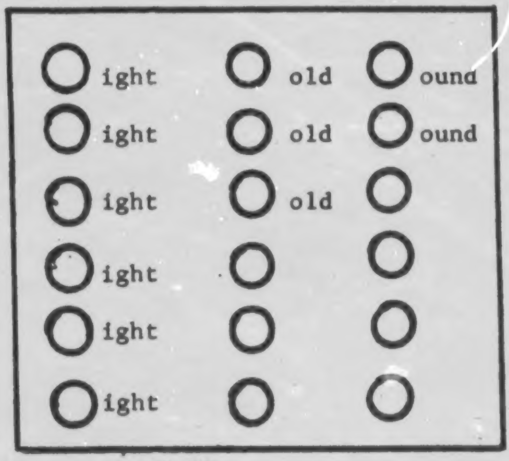
OBJECTIVE: Student will write initial consonants to form words when "word families" are given.

MATERIALS: Plywood board (¼" thick, 18 x 24 inches) with columns of holes cut through (round holes will do, as they may be easier to make than rectangular ones). Prepared tagboard answer-strips (or butcher paper), long enough to place behind a whole column of holes.

On the front of the board, print a different word ending to the right of each hole (together with a meaning clue in smaller print).

○ ight: not heavy
○ ight: to see
○ ight: may do
○ ight: not wrong
○ ight: a trip by air
○ ight: a struggle

PROCEDURE: Student is directed to place his answer strip behind a column of holes in the board. He must write an initial consonant through the hole onto the answer-strip, given the meaning clue.



LC-30

IMC NO LC-30

Submitted by Harold Cooper

NAME OF ACTIVITY: Help The Mailman

INSTRUCTIONAL LEVEL: K - 3

OBJECTIVE: Teaching long and short vowel sounds.

MATERIALS: Two, five or ten shoe boxes labelled: "Long a words", "Short a words", etc.

Boxes can be painted bright colors or have "house tops" attached (see below).

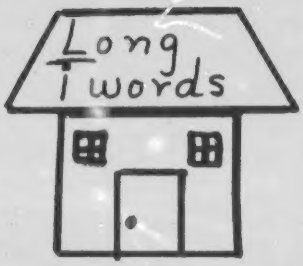
Twenty-five word cards containing words with long and short vowel sounds for only one vowel (2 boxes) or cards with only long vowel sounds or all short vowel sounds or any combination you need.

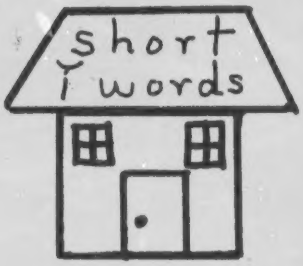
PROCEDURE: Teacher makes desired "letter" cards for certain vowel sound words. Children take turns selecting a "letter". Then they tell the correct vowel sound in the word. Then they must deliver it to the correct shoe-box house.

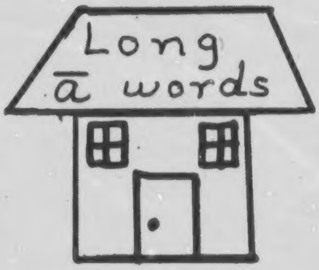
The game may be played with the entire class, small groups, or individually.

VARIATION: Use beginning or ending sounds, blends instead of vowel sounds.

SAMPLE WORDS FOR "LETTERS": ran, rain, fish, tube, jet, boat, duck, fire, sun, home, kite, blue, tip, top, fan, bed, gate, feet, leaf, lips, cake, pie, nose, hat, box







IMC NO LC-31

Submitted by Sandy Gallivan

LEARNING CENTER ACTIVITY

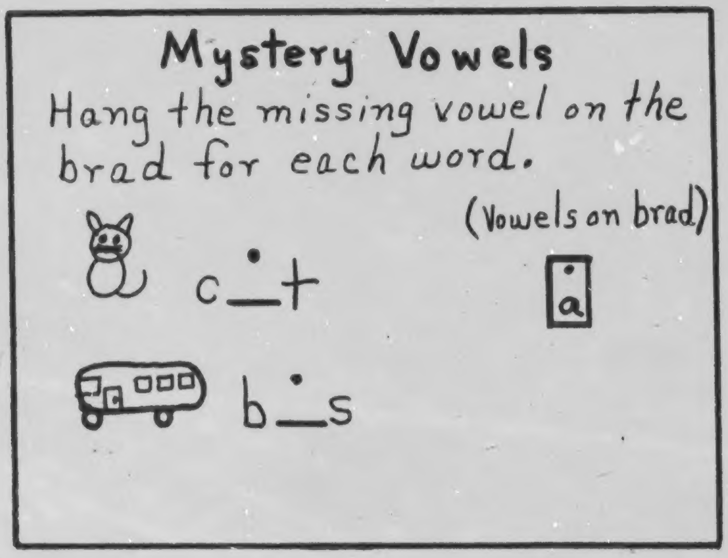
NAME OF ACTIVITY: Mystery Vowel

INSTRUCTIONAL LEVEL: 1 - 3

OBJECTIVE: When given the first and final consonant of a word, the child is able to fill in the correct short vowel.

MATERIALS: 1 piece of poster board 22" x 28"; pictures cut from workbooks; brads; hole punch; poster board strips 1" x 2½".

DIRECTIONS: Glue the pictures on the poster board. Beside each picture write the first and final consonants. Leave a space for the missing vowel. Put a brad 2 inches above the space for the vowel. Write each vowel on the 1" x 2½" tagboard strips. Punch a hole near the top of each strip. Write the caption on the large poster board. Color code the small strips.


Mystery Vowels
Hang the missing vowel on the brad for each word.
(Vowels on brad)
c_t
a
b_s

PROCEDURE: The child takes the small vowel cards and places the correct card on the brad beside each picture. He then can check the color coded cards to see if he has completed the chart correctly.

VARIATION: This game can be set up on peg board also.

IMC NO LC-32

Submitted by Shirley Bechtel

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: The Turtle Race

INSTRUCTIONAL LEVEL: 1 - 3

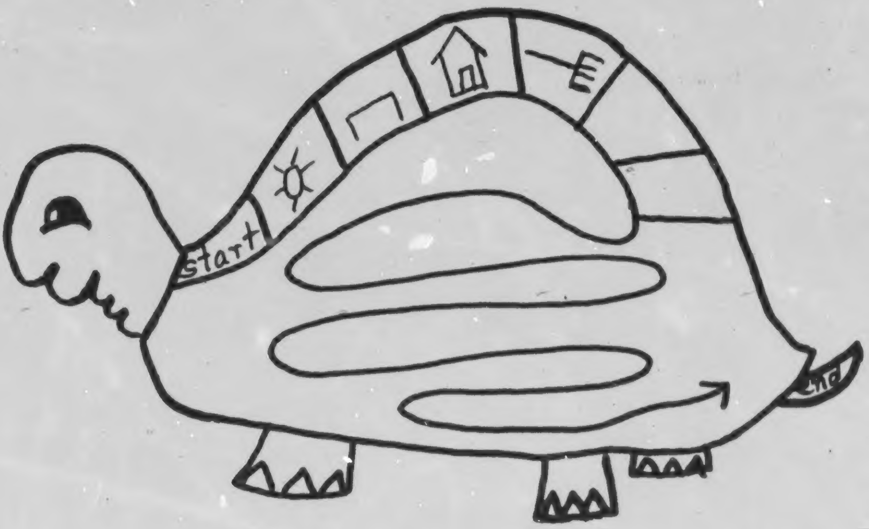
OBJECTIVE: Teaching consonant sounds.

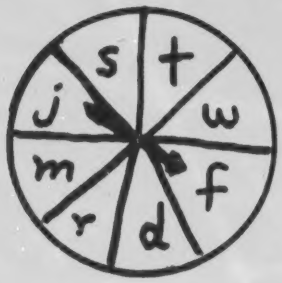
MATERIALS: Game board shaped like a turtle or any other animal. Have a starting point and a path marked with pictures of objects beginning with sounds s, t, w, f, d, r, m, j.

Spinner with arrow which moves to letters.

Markers for each player--such as plastic chip or animal.

PROCEDURE: Each child begins with his marker at the starting point. Each child spins to determine his move. He goes to the nearest space on the path which has a picture beginning with the letter the spinner pointed to. Players race to reach the end which should be near the animal's tail.





IMC NO LC-33

Submitted by Sandy Gallivan

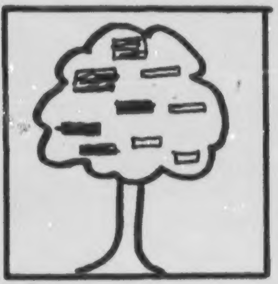
LEARNING CENTER ACTIVITY
(Word Recognition Skill)

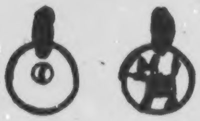
NAME OF ACTIVITY: Hang The Apple

INSTRUCTIONAL LEVEL: K - 3

OBJECTIVE: When the child is given apples with pictures, he will be able to match the words on the tree with the pictures on the apples.

MATERIALS: Large piece of tagboard; colored poster board. Glue; small pieces of tagboard (to make slots with) ½" x 4". Cards 2" x 3½" to put words on. Pieces of tagboard 3" square for apples. Paper clips; old phonics workbook.





DIRECTIONS: Make a tree out of the colored poster board. Glue ½" x 4" pieces of tag around the tree. Make a small hole below this strip. Glue the tree to the large piece of tag. Make apples. Glue pictures from old reading workbooks on the apples. Put a paper clip through the top of the apples. On cards print words to go with the apples. Place word cards on the tree. Put the apples in an envelope.

PROCEDURE: The child takes the apples from the envelope and hangs them under the appropriate words.

VARIATION: Change the words and the pictures on the apples.

IMC NO LC-34

Submitted by Mary Davis

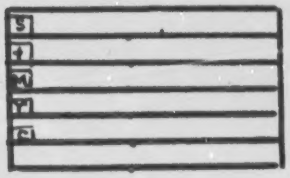
LEARNING CENTER ACTIVITY

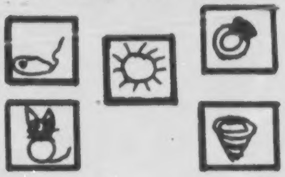
NAME OF ACTIVITY: What Is The Beginning Sound?

INSTRUCTIONAL LEVEL: K - 1

OBJECTIVE: When the child is given a lap board with consonant letters at the beginning of each row, he will be able to place pictures that begin with that sound behind the appropriate letter.

MATERIALS: Cardboard 15" x 20"; butcher paper; tagboard squares 2½"; glue; old phonics workbook; stapler.





DIRECTIONS: Fold piece of butcher paper to make laps on a lap board. Staple to sides of cardboard. On five of the tag squares print a letter. On remaining squares glue pictures that correspond with the letters at the beginning of the rows.

PROCEDURE: The child will place a letter card at the beginning of each row. He will then place pictures of objects in the row with the letter that they begin with.

VARIATIONS: Do the same procedure using blends, vowels or ending sounds.

IMC NO LC-35

Submitted by Mary Davis

LEARNING CENTER ACTIVITY
(Word Recognition Skill)

NAME OF ACTIVITY: Listening To Complete The Word

INSTRUCTIONAL LEVEL: K - 3

OBJECTIVE: When listening to a word dictated a child will be able to provide the missing letter or blend.

MATERIALS: Listening post; cassette tape recording; ditto of words (with letters omitted) in plastic sleeve or on laminated cardboard.

DIRECTIONS: Make a tape instructing the students to provide the missing letter or letters to the words you are going to say. Make a ditto of the words you say on the tape leaving out letters. After the page is finished you should have the children go back over the words while you tell them the letter that they should have written. Be sure to pronounce the word each time before you give the missing letter.

PROCEDURE: The children listen to a tape and write the missing letters to words that are dictated to them. When they are finished they will go back and listen and look to see if their responses were correct. Allow the children to correct any that were missed.

IMC NO__________

Submitted by Mary Davis

LEARNING CENTER ACTIVITY

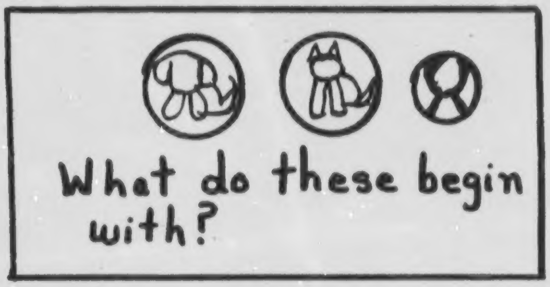
NAME OF ACTIVITY:

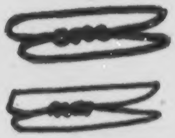
INSTRUCTIONAL LEVEL: 1 - 3

OBJECTIVE: Initial consonants

MATERIALS: Flashcards (blank 8" x 4"); pictures from phonic books; clothespins; markers; clear contact paper or laminating materials.

DIRECTIONS: Mount pictures on cardboard (flashcards). Ask question in center of card. Put initial letters on clothespins.


What do these begin with?



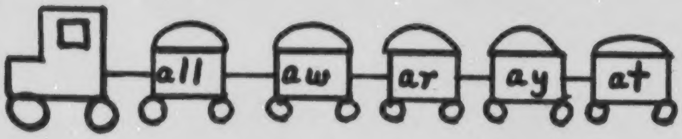
PROCEDURE: Children match up clothespin to picture.

IMC NO LC-37

Submitted by Sandra Sockol

LEARNING CENTER ACTIVITY
(Word Recognition Skill)

NAME OF ACTIVITY:	Vowel Train
INSTRUCTIONAL LEVEL:	1 - 3
OBJECTIVE:	To teach vowel sounds.
MATERIALS:	Library card pockets, construction paper, (various colors), tagboard, 12" x 24", glue and stapler, marking pen, little picture cards or small pictures on cards, scissors.
DIRECTIONS:	Make train engine of construction paper. Make black wheels for library pockets. Mount engine, pockets and wheels on tagboard. Mark vowel sounds on library pockets.



PROCEDURE:	Student matches pictures to vowel sounds.
VARIATION:	Change library pockets for other vowel sounds or consonant sounds.

IMC NO LC-38

Submitted by K. Aguilar

LEARNING CENTER ACTIVITY
(Word Recognition Skill)

NAME OF ACTIVITY:	Kendale Phonograms
INSTRUCTIONAL LEVEL:	2 - 6
OBJECTIVE:	Teaching and review of beginning sounds.
MATERIALS:	Tagboard for 40 - 2" squares. Clear contact paper to cover.

PROCEDURE:

Turn all pieces face down in center of table. Teacher, parent or a chosen player chooses one square and turns it right side up. Play then goes to the next player who picks out a square and turns it over. It is a good idea, at this point, to have the child pronounce all the sounds on his square so you know that he knows them. (All of the children could make all of the sounds as each child turns his square over.) Now this player must place his square next to the square already turned over so that the beginning sound on one and the ending sound on the other go together to make a word. His score is the sum of the circled numerals on each square connected to make words.

Play continues until all the squares are turned over and placed next to other squares. The player with the highest score wins.

If played like dominoes, the squares may wander in any direction. Play is more interesting if the area is limited to a square such as a checkerboard.

Sometimes it is possible to make two or more words by placing the square so that its edges are next to two or more squares, but words must be made wherever the squares touch. The sum of all the circled numerals used by that player to make words constitutes his score for that turn.

Some of the squares have an X in the circle instead of a numeral. This means no score. (This may be a disappointment to the child who chooses that square, but it spices up the game.)

You may make up your own rules as to whether or not proper nouns would be used. (i.e., perhaps the word dan would be made. It is still a sound, but it is not capitalized.)

IMC NO LC-39

Submitted by Bertha Stephens and Connie Merz

Kendale Phonograms 2

a d all ② t p	a v e all Ⓧ b p	a t all ② c p	a r e eat ③ s f
a t un ⑤ tr l	a y ack ④ n t	a i l ore ⑤ fl g r	u n ap ④ d c
a t e an Ⓧ an p	a c k it ⑤ l c	e n d ad ② p h	u n ell ② t s
a r e ent ⑤ t r	u n ar ② c s	a t an ② f p	a t ar ② f f
e e d an ④ f w	i r e op ② f s	a i l ad ② c LC-40 d	a r e ed ⑤ s f

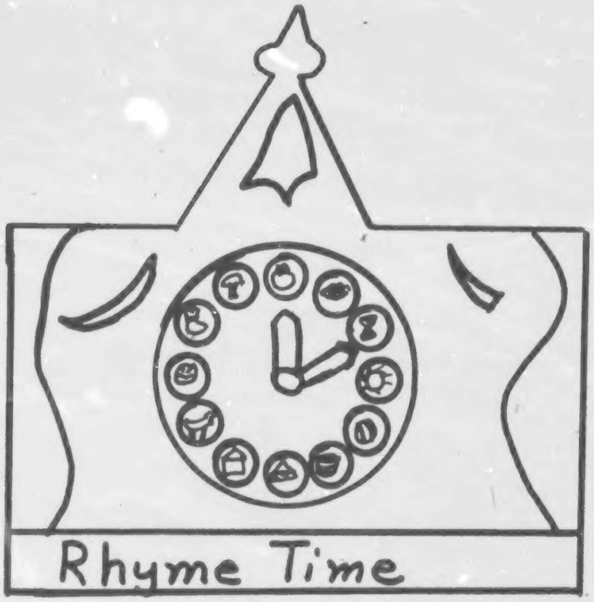
Kendale Phonograms

a n et ⑤ r	e a t s ail ⑤ s p	a t sp ake ④ h	a m e sp et ④ d
e a r at ⑤ w	a r e fl ake ③ f	a c k b at ⑤ c	e e d l ail ③ d
i n e ay ③ W	i t b attle ⑥ s p	a t t ake ④ h	a r e sp able ⑥ w
i n ill ④ s t	i l l br ake ② c h	e s t n ight ③ m	i l l w it ⑥ b
a n ook ⑥ r	o o l m in ⑤ m	a t g it ⑥ s	a y r ook ⑥ b

LC-41

LEARNING CENTER ACTIVITY
(Word Recognition Skill)

NAME OF ACTIVITY:	Rhyme Time
INSTRUCTIONAL LEVEL:	K - 2
OBJECTIVE:	To learn rhyming sounds.
MATERIALS:	Game board 16" x 14" Discs in diameter to match circles on clock.



PROCEDURE: Child covers each circle on face of clock with rhyming sound. Correct work by turning over discs on each hour rhyme. If numeral on back of disc contains the proper hour for a clock face, the rhyme is correct. If discs make a true clock face, the task is correct.

IMC NO LC-42

Submitted by Emma Washington

LC-42

LEARNING CENTER ACTIVITY
(Word Recognition Skill)

NAME OF ACTIVITY: "Ug," The Rhyming Bug

INSTRUCTIONAL LEVEL: 1 - 4

OBJECTIVE: The child will learn to change initial consonant sounds to make rhyming words.

MATERIALS: Bulletin board; egg carton; pipe cleaner; paper features for the face of "Ug" the bug.

I am Ug,
The rhyming bug.
Here I sit,
Upon my rug.

I pick a word,
And then I sit.
And try to find,
A rhyme for it.

Will you help me?
The word for today is __________.

b	c	d	f	g
h	j	k	l	m
n	p	q	r	s
t	v	w	x	y
z				

Put your rhymes in here, and sign your name.

DIRECTIONS: Make Ug and put him up on the board. Beneath him make the sign shown. The word for the day is separate from the sign and is changed daily. Staple an envelope or box to the board so the children can put their rhymes in there. Have a pocket chart nearby with the consonants or blends arranged alphabetically.

PROCEDURE: Take a piece of paper and see how many words you can make by changing the beginning sounds. Put your list in the rhyming box.

VARIATIONS: Using blends.

IMC NO LC-43

Submitted by Jeri Kinion

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Where Are The Rhymes?

INSTRUCTIONAL LEVEL: K - 3

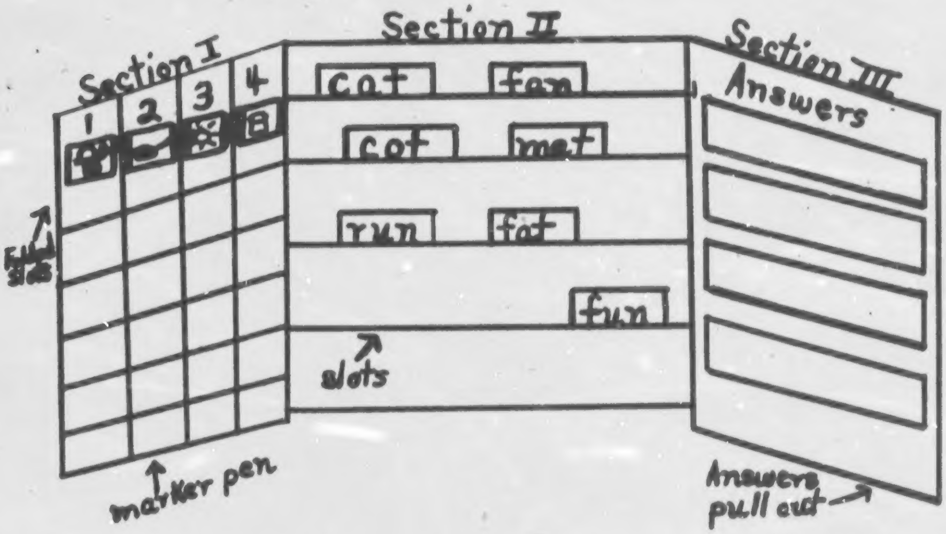
OBJECTIVE: Vocabulary development; rhyming words.

MATERIALS: 3 pieces of heavy cardboard 14 x 18 inches, binding tape, butcher paper, plastic acetate for "windows", tagboard or construction paper for word cards, marking pen.

DIRECTIONS: Bind cardboard together to form stand-up board. Make "slots" by folding butcher paper and securing with tape, on 1st and 2nd sections of board. Using marker pen, mark 4 rows on 1st section as illustrated. At top of each row, secure plastic window on 3 sides to fit picture card. On 3rd section, secure 4 plastic windows on 3 sides to hold answer strips. Make word cards to fit size of rows: 5 or 6 rhyming words and 1 picture card which rhymes also.

PROCEDURE: Child chooses written word from word cards in middle section and places it in slot below correct rhyming picture word. When all words are chosen, he checks answers by sliding out answer strip from each row and comparing with his own lists, making necessary corrections.

VARIATIONS: Since words and picture cards are easily removed, rhyming words can be increased in difficulty and interchanged as needed.



IMC NO LC-44

Submitted by Elaine Smith

LC-44

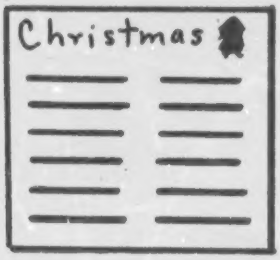
LEARNING CENTER ACTIVITY
(Vocabulary Development)

NAME OF ACTIVITY: Anagrams

INSTRUCTIONAL LEVEL: 1 - 6

OBJECTIVE: To make as many real words as possible.

MATERIALS: Tag board, marking pen, laminating material.



DIRECTIONS: Using appropriate words; current holidays or names of famous people or states, cities, countries, etc., have children make as many words as they can, using only the letters in the key word.

PROCEDURE: If on laminated tag, write the words he makes up on lines provided below the key word. Have the teacher or a friend check or list all possible words on the reverse side or the possible words could be placed in an envelope on the back for self checking. This can also be done on a ditto for each individual to use in a learning center.

IMC NO LC-45

Submitted by J. Brandlin

LEARNING CENTER ACTIVITIES

FOR THE DEVELOPMENT OF WORD RECOGNITION SKILLS

STRUCTURAL ANALYSIS

LEARNING CENTER ACTIVITY
(Vocabulary Development)

NAME OF ACTIVITY:	Group The Roots
INSTRUCTIONAL LEVEL:	3 - 8
OBJECTIVE:	Given a list of words the learner will be able to put them together in groups of four according to their use of the common root words and name the root word.
MATERIALS:	White letter envelopes Word cards (1 x 3 inch tag board) 5 x 7 inch file cards file box
DIRECTIONS:	Put four sets of four words in each envelope. Each set uses a different root word. Number each envelope and corresponding answer card.
PROCEDURE:	Student takes envelope containing four sets of words; arranges the words into groups according to same root word. Student writes down the root word and checks the answer file to correct work.

Example of words to be included in envelope:

caller, recall, calling, called

pleasure, pleased, pleasing, displease

equalize, unequal, equality, equally

information, informative, misinform, informer

IMC NO___________

Submitted by William Kucher

LC-46

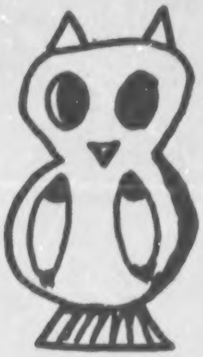
LEARNING CENTER ACTIVITY
(Vocabulary Development)

NAME OF ACTIVITY: Word Owl

INSTRUCTIONAL LEVEL: 1 - 6

OBJECTIVE: To match two words with their contracted form.

MATERIALS: Tag board, colored marking pens, other paper on which to write the words.



DIRECTIONS: Draw owl, approximately 12" tall. Make wings separately. Cut several pieces of paper the same shape as the wings. Attach wings, with paper beneath, using large brass paper fasteners. Write the two words under the left wing to be matched with the contractions under the right wing. These can be color coded so the student can be sure he is making the right choice.

PROCEDURE: The child moves the left wing; reads the two words exposed; thinks of the contraction; lifts the right wing to check. Or the child can write the two words, write the contraction, THEN check his answer.

VARIATIONS: Definitions, prefixes, suffixes, compound words.

IMC NO LC-47

Submitted by J. Brandlin

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Fun With Syllables

INSTRUCTIONAL LEVEL: 2 - 8

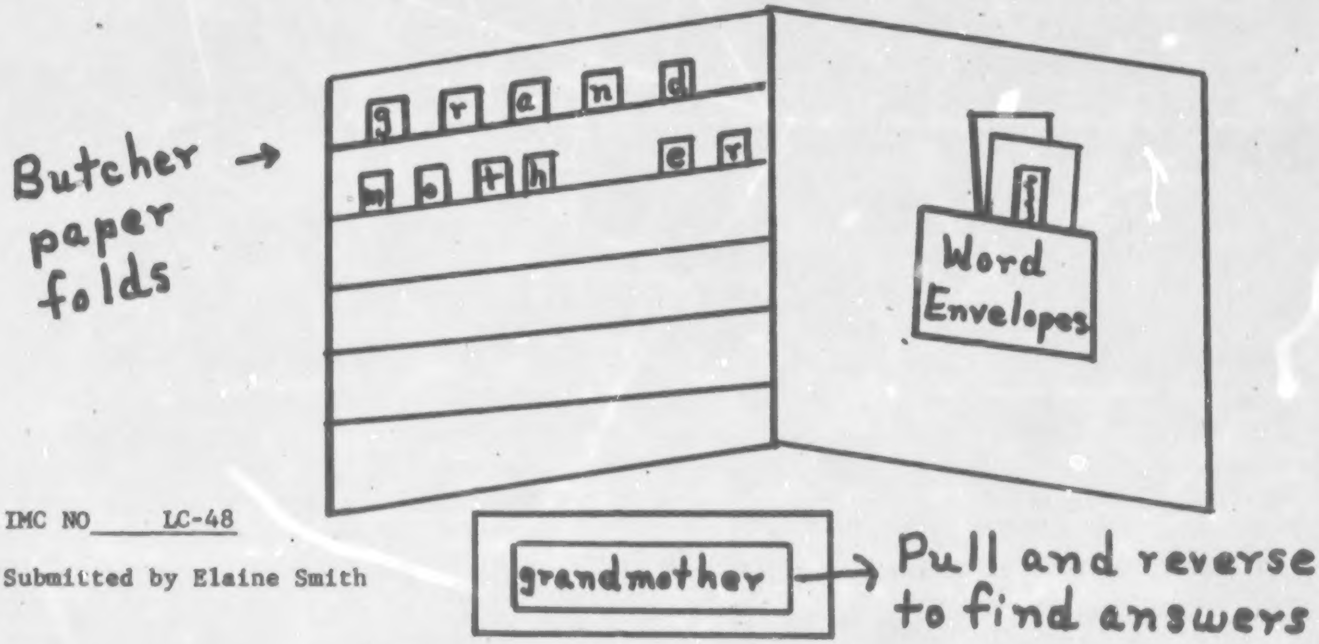
OBJECTIVE: Structural Analysis: Dividing Syllables

MATERIALS: Manila folder; butcher paper; stapler, masking tape or plastic binding tape; several sets of 1" square alphabet letters cut from tagboard or construction paper; envelopes with word windows made from plastic secured to envelope on 3 sides.

DIRECTIONS: With folder open, form paper slots by folding butcher paper into rows and securing with staples or tape to left side of folder. (Make 5 or 6 rows.) Make letters a convenient size to fit your folder. (They may need to be smaller than 1".) On each envelope, make a plastic window with one side open. Make paper sliders to fit windows; on each slider, write word to be divided on one side and divided word on back side. Inside envelope place letters which will be needed to spell each word. Make a slot to store all envelopes on right side of folder and place envelopes inside.

PROCEDURE: Child opens folder and chooses envelope. He reads word from window, then empties envelope, and spells word in slot on left side of folder. He then divides the word into syllables by separating letters. To check word, he pulls out slider from window in envelope to compare answer with his own, making any corrections needed. Child then repeats procedure with next envelope.

VARIATIONS: Change words in windows and letters in envelopes as often as needed.



IMC NO LC-48

Submitted by Elaine Smith

LC-48

LEARNING CENTER ACTIVITY
(Word Recognition Skill)

NAME OF ACTIVITY: Compound-Toss

INSTRUCTIONAL LEVEL: 2, 3

OBJECTIVE: Practice in building compound words.

MATERIALS: 22" x 28" tag, two bean bags

cow 1	down 3	thing 2
any 0	sun 2	coat 1
town 2	shine 2	boy 2
some 1	rain 2	way 3

PROCEDURE: Child tosses two bean bags trying to make a compound word. If successful he adds up numbers on squares and records the sum. Players decide sum of final score.

IMC NO LC-49

Submitted by Emma L. Washington

LEARNING CENTER ACTIVITY
(Word Recognition Skill)

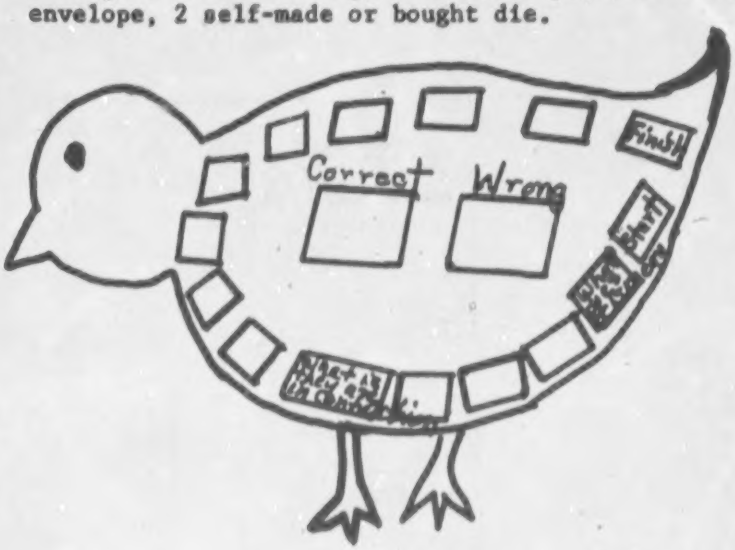
NAME OF ACTIVITY: Contraction Chick

INSTRUCTIONAL LEVEL: 1 - 8

OBJECTIVE: To teach the use of contractions and their meanings.

MATERIALS: 1 large sheet of oaktag, marker, chips, index cards, brown envelope, 2 self-made or bought die.

DIRECTIONS:



Make chick outline as shown above and fill in either a contraction or a contraction meaning. Make additional instructions on index cards and place those cards in space marked "correct" and "wrong".

PROCEDURE: Children take turns. They throw the dice and move that many spaces. Wherever they land they must say either the contraction, or the meaning. If they give the wrong answer, they then pick a card from the pile marked "wrong" and follow directions. If they are correct, they pick a card from the pile marked "correct" and follow directions. Examples from correct pile: "What is the contraction for 'that is'?" If correct move 2 spaces, if wrong stay where you are. Example: from wrong pile - "What does it's mean?" If correct stay where you are, if wrong move back one space. If the child was correct the first time, the cards in the "correct" pile furnishes them an additional chance to move ahead. If they were wrong the first time, the "wrong" pile gives them another chance to stay where they are. If they're wrong again, they then move back. The first person to reach the end is the winner.

VARIATION: You can use the same outline for compound words, antonyms, etc.

IMC NO LC-50

Submitted by Carol DiRaimondo

LC-50

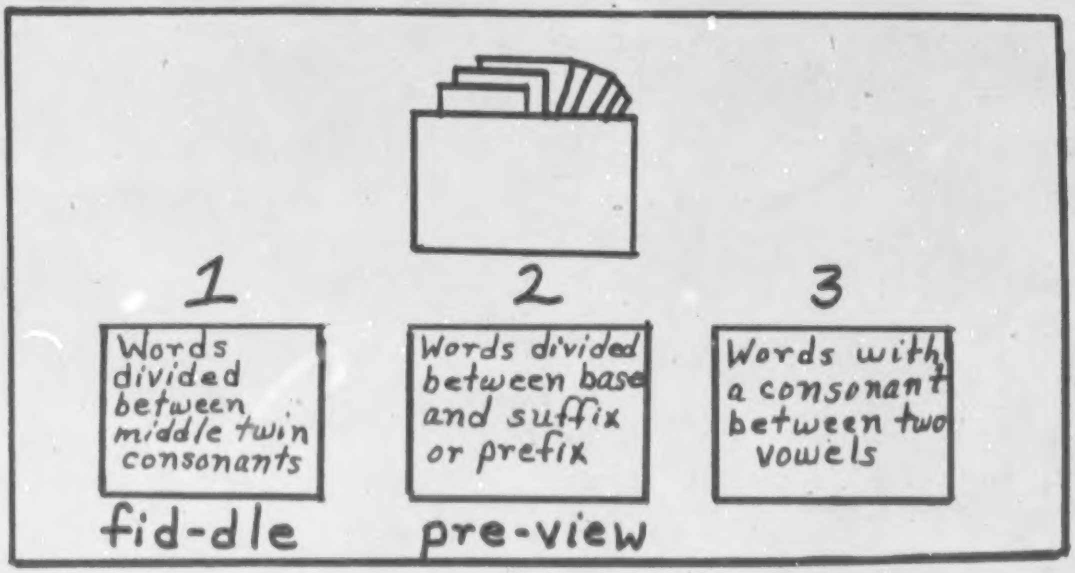
LEARNING CENTER ACTIVITY
(Word Recognition Skill)

NAME OF ACTIVITY: Syllab-o

INSTRUCTIONAL LEVEL: 3 - 4

OBJECTIVE: Given a set of vocabulary words the student will determine how each should be divided into syllables and name the rule used for each.

MATERIALS: Oaktag, felt markers, oaktag cards.


1
Words divided between middle twin consonants
fid-dle
2
Words divided between base and suffix or prefix
pre-view
3
Words with a consonant between two vowels

PROCEDURE: Student puts each card into proper category. Afterwards he checks back of each card.

IMC NO LC-51

Submitted by Mary Ann Marneil

LC-51

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Word Match

INSTRUCTIONAL LEVEL: Primary

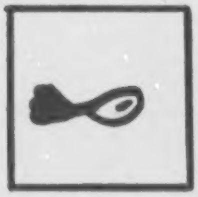
OBJECTIVE: To develop vocabulary and gain skill in recognizing compound words.

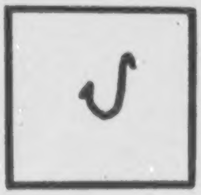
MATERIALS: Compound picture words on tagboard squares.
Container for word cards.

DIRECTIONS: Make pairs of cards--one illustrating each part of a compound word.

PROCEDURE: How many compound words can you find? Find as many words as you can. Make a list on a piece of paper and check with the answer card.

VARIATION: Use words on the cards instead of pictures.





(fishhook)

topcoat
fingernail
birdhouse

lighthouse
football
rainbow

IMC NO LC-52

Submitted by Mary Carolyn Palmer

LEARNING CENTER ACTIVITY
(Vocabulary Development)

NAME OF ACTIVITY: Adding Prefixes and Suffixes

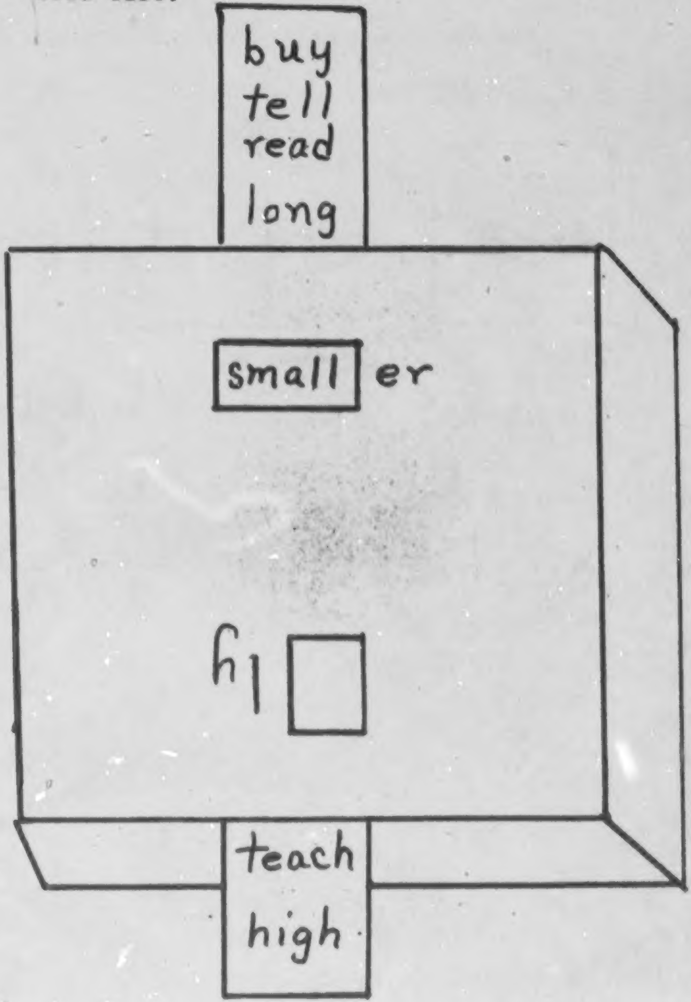
INSTRUCTIONAL LEVEL: 3 - 6

OBJECTIVE: To provide practice in adding prefixes and suffixes to base words.

MATERIALS: Shallow boxes or lids and strips of tagboard.

DIRECTIONS: Cut slits in the box through which the tagboard can be pulled. Word lists on the tagboard and prefixes and suffixes on the box.

PROCEDURE: The strips of word lists are pulled through the slot. Pupils pronounce. You can use two different prefixes or suffixes with the same box by turning it around and using another word list.



IMC NO LC-53

Submitted by M. Overton

LC-53

NAME OF ACTIVITY: Wheel - O

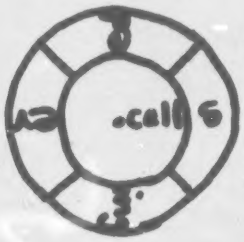
INSTRUCTIONAL LEVEL: Primary

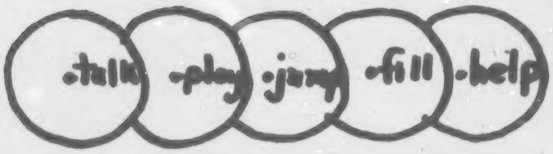
NUMBER OF PLAYERS: 1 or 2

OBJECTIVE: The child will learn to read words with endings added.

MATERIALS: Tagboard wheels, one smaller than the other. Fasten two circles of tagboard, one smaller than the other, together in center with a brad. Print a verb on the edge of the smaller, top circle. Along the edge of the larger, bottom circle print these endings: s, er, ed, ing. Make several of the smaller wheels with different verbs. Change top wheels for practice with these different verbs.

PROCEDURE: To play the game, one pupil spins the top circle and reads the word that is formed; the other child uses it in a sentence.





IMC NO. LC-54

Submitted by Vicki Noble

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Compounded Snakes

INSTRUCTIONAL LEVEL: Elementary

OBJECTIVE: The child will be able to successfully combine small words into compound words.

MATERIALS: Colored oaktag, felt pen, scissors.

hog
nosed
cotton
mouth

DIRECTIONS: Write words (small) on colored oaktag 1" x 22" strips.

Cut words apart and then curve cut small words apart so that they may be able to check-match the compound words.

PROCEDURE: The child matches small words to make compound words. If successful, the curve cut edges will match.

VARIATION: This procedure can be used for all compound words.

IMC NO____________

Submitted by Anne Collier

LEARNING CENTER ACTIVITY

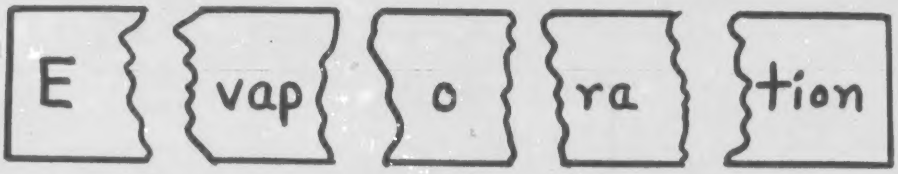
NAME OF ACTIVITY: Syllable Sense

INSTRUCTIONAL LEVEL: 3 - 8

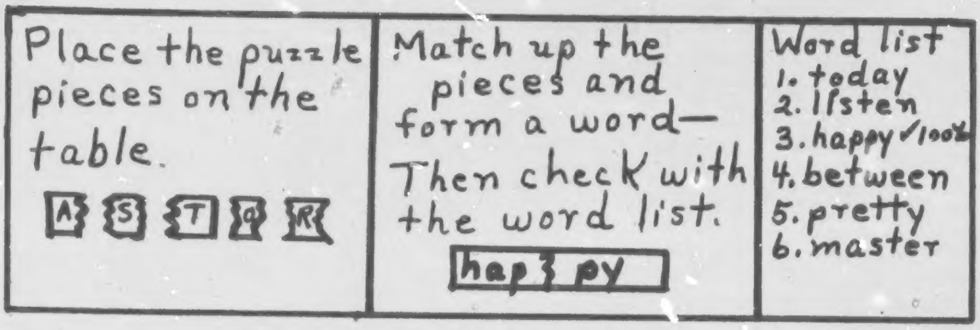
OBJECTIVE: Review pronunciation of multisyllabic words.

MATERIALS: Tagboard strips.

DIRECTIONS: Print words on a small piece of tagboard. Take scissors and cut a jagged or curved line between the syllables of the words.



PROCEDURE: Mix all the parts up and give to students along with a list of words to check by. They match the pieces and check the word list. This gives them double exposure. They then pronounce the words for the teacher or a study partner.



Place the puzzle pieces on the table.

Match up the pieces and form a word— Then check with the word list.

Word list
1. today
2. listen
3. happy ✓100%
4. between
5. pretty
6. master

VARIATIONS: Use compound words, root words and suffixes, prefixes and root words.

IMC NO LC-56

Submitted by Rena Di Girolamo

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Mixed Syllables

INSTRUCTIONAL LEVEL: 3 - 6

OBJECTIVE: To give practice in syllabication.

MATERIALS: Oak tag or cards of suitable size.

DIRECTIONS: On one set of cards, print syllables. On another set of cards, two sentences are written with one word missing in each. The missing words must be chosen from the stack of syllabicated words. Note: In order not to overwhelm the student, sets of cards of ten or fifteen might be an appropriate number to use in a box or manila envelope.

EXAMPLE:

ter tle lit	Our cat has a new______of kittens. I like this__________gray one best of all.
per whis haps	We heard a soft_________________. I think__________I can go with you this afternoon.

Students are to write the completed sentence on a piece of paper. A master list of sentences could be kept in the learning center or the correct words could be written on the back of the sentence cards.

IMC NO__________

Submitted by Jane Tomlinson

LEARNING CENTER ACTIVITY

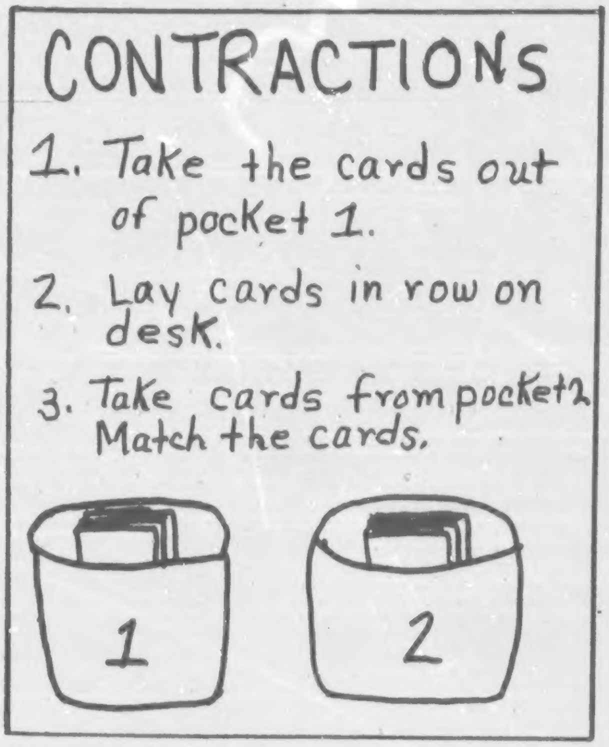
NAME OF ACTIVITY: Contraction Match

INSTRUCTIONAL LEVEL: 2 - 4

NUMBER OF PLAYERS:

OBJECTIVE: When given a set of words and a set of their complimentary contractions, the student will match each pair.

MATERIALS: Oak tag, masking tape, felt markers, library pockets.



CONTRACTIONS

1. Take the cards out of pocket 1.
2. Lay cards in row on desk.
3. Take cards from pocket 2 Match the cards.

PROCEDURE: (As above) Center can be changed from time to time by switching cards from 2 to 1. Remind children to scramble each of the card sets before returning them to pocket.

IMC NO LC-58

Submitted by Mary Ann Marnell

NAME OF ACTIVITY: Word Classification

INSTRUCTIONAL LEVEL: 3 - 6

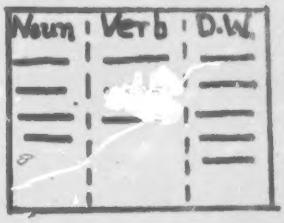
NUMBER OF PLAYERS: 1 - 2

OBJECTIVE: Given a set of mixed words, the student will classify each as to noun, verb, describing word.

MATERIALS: Oak tag sheet and twelve oak tag cards. Lined paper for student use.

CLASSIFICATION

1. Fold your paper into three parts.
2. Label one part noun, one section verb, and one describing word.
3. Go through the set of cards. Write each word on your paper under the correct heading.
4. Check answers on back of card.



PROCEDURE: Cards can be changed frequently to make this a long-lasting center activity.

IMC NO LC-59

Submitted by Mary Ann Marnell

LC-59

LEARNING CENTER ACTIVITY
(Vocabulary Development)

NAME OF ACTIVITY: Classifying Words

INSTRUCTIONAL LEVEL: 3 - 6

NUMBER OF PLAYERS: 1 - 2

OBJECTIVE: Given a list of words the student is able to classify each word under designated heading.

MATERIALS: Three pieces of construction paper each a different color. Fifty 4 x 8 tag cards (IBM sort cards may be used).

DIRECTIONS: Write category on each piece of construction paper (Birds, Flowers, Places). On each card write a word that may be classified in one of the three categories.

PROCEDURE: Student takes stack of cards and sorts them into the correct category. Checks word list at center when finished.

IMC NO__________

Submitted by Steven Robinson

LEARNING CENTER ACTIVITY
(Vocabulary Development)

NAME OF ACTIVITY: Antonym Concentration

INSTRUCTIONAL LEVEL: 2 - 4

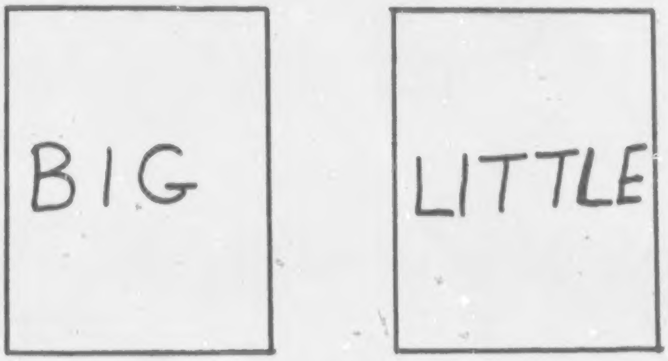
NUMBER OF PLAYERS: 1 - 2

OBJECTIVE: Given a list of words the student is able to identify an antonym for that word.

MATERIALS: Twenty tag cards 2½ x 3½ inches. Clear and designed contact paper.

DIRECTIONS: Make ten pairs of cards. Each pair of words are antonyms. Cover with clear and designed contact paper.

Example:

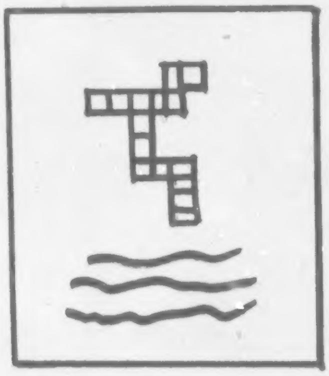


PROCEDURE: Students take cards and place them face down on a table. Students take turns turning cards over until they find antonym pair. They keep pairs until all cards are taken.

IMC NO__________

Submitted by Mary Ann Marnell

NAME OF ACTIVITY:	Crossword Spello
INSTRUCTIONAL LEVEL:	2 - 8
OBJECTIVE:	Vocabulary development.
MATERIALS:	8" x 11" tagboard; crossword puzzles from Basic Spelling (all levels); laminating materials; and marking pencils.
DIRECTIONS:	Mount crossword puzzles on tagboard and laminate. (Make sure there is a list of words for children to choose from.)



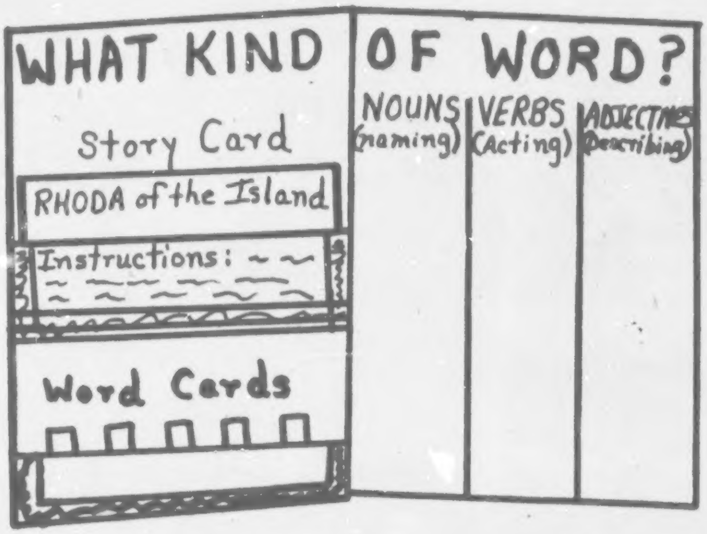
IMC NO LC-62

Submitted by Sandra Sockol

NAME OF ACTIVITY: What Kind of Word?

INSTRUCTIONAL LEVEL: 3 - 6

OBJECTIVE: When presented with a word in context at his reading level, a child can tell that it is a Noun (Naming Word), an Adjective (Describing Word), or a Verb (Action Word).


WHAT KIND OF WORD?
Story Card
RHODA of the Island
Instructions:
Word Cards
NOUNS (naming)
VERBS (Acting)
ADJECTIVES (Describing)

MATERIALS: Two pieces of tagboard 9" x 12". One strip tagboard 3" x 9". One strip tagboard 2" x 12". Masking Tape. 5" x 8" file cards.

DIRECTIONS: Join the two pieces of 9 x 12 tag along the 12 inch sides with tape. Attach the 3 x 9 strip to the middle of the left-hand leaf and the 2 x 9 strip to the bottom to form pockets for the story card and word cards. Mark 3 columns on the right-hand leaf and label the columns for Nouns, Adjectives, and Verbs.

PROCEDURE: Child reads story on story card. He then selects the word cards which match the underlined words in the story and places them in the columns. He then checks the back of the story card to see if he put them in the correct column.

IMC NO LC-63

Submitted by Stanley W. Leavell LC-63

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Categories

INSTRUCTIONAL LEVEL: K - 4

NUMBER OF PLAYERS: 1 - 2

OBJECTIVE: Child will classify pictures according to classification and beginning consonant sounds.

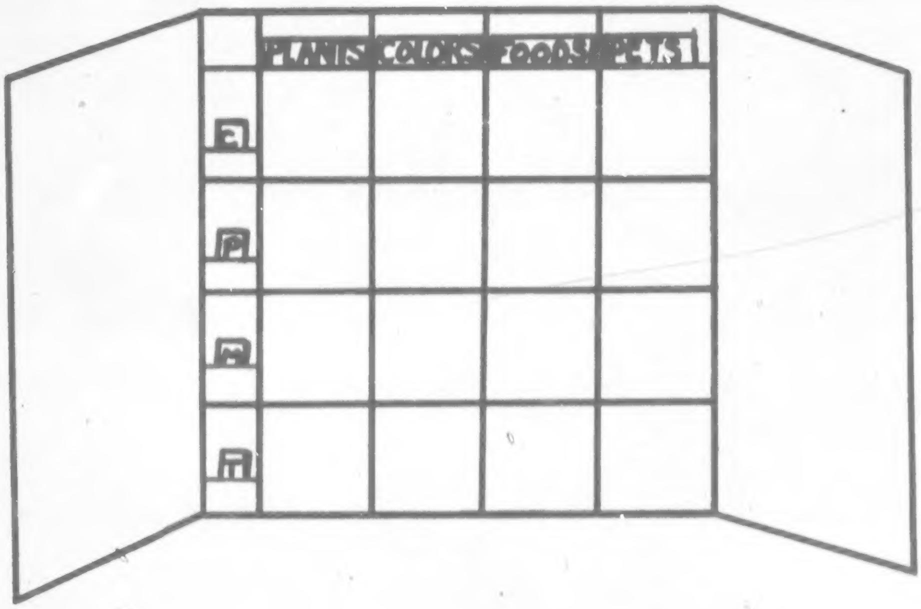
MATERIALS: Piece of heavy cardboard (three sides of a box are fine)

DIRECTIONS: Cover the cardboard with wallpaper or contact paper. Pockets should be formed across the top and down the sides.

PROCEDURE: Child chooses pictures to fit into the classifications at the top that start with the initial consonant sound at the left.

VARIATION: To make the game more simple, eliminate the initial consonant sounds or the classifications.

NOTE: Scott Foresman Little Picture Cards or Speech To Print picture cards are very good for this activity.



IMC NO__________

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Classification

INSTRUCTIONAL LEVEL: Primary or intermediate

NUMBER OF PLAYERS: Individual or small group.

OBJECTIVE: To teach word classification.

MATERIALS: 8 x 10 tagboard piece, envelope, word cards.

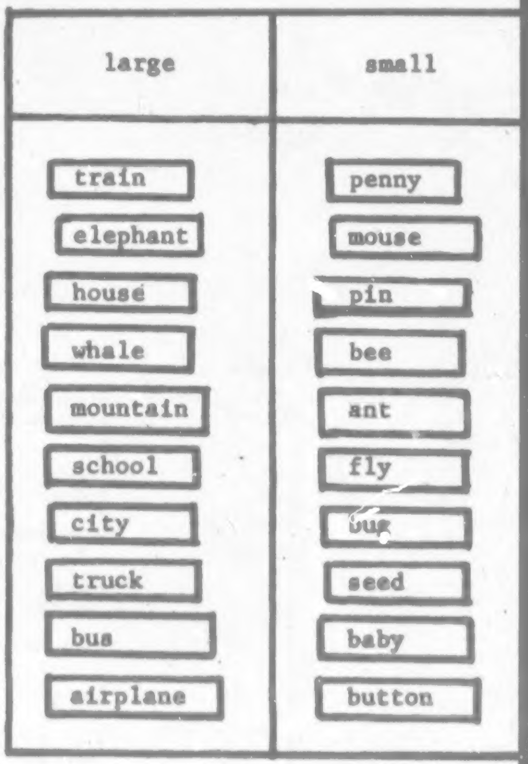
DIRECTIONS:

1. Divide the tagboard into two vertical sections. At the top of each write a word designating the category.
2. Make a set of word cards which would fit these two categories. Place the cards in an envelope and give it to the child.

PROCEDURE: To play the game, the child arranges the words on section of tagboard according to category.

Examples:

elephant, pin, train penny, etc., might appear on cards which are to be categorized under headings "Large" and "Small."



large	small
train	penny
elephant	mouse
house	pin
whale	bee
mountain	ant
school	fly
city	bug
truck	seed
bus	baby
airplane	button

VARIATIONS: Other classifications such as plants, animals, places, etc., can be used. For older children "plants" and "animals" can be broken down into the different types within that category.

IMC NO LC-65

Submitted by Vicki Noble

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Classifying Words

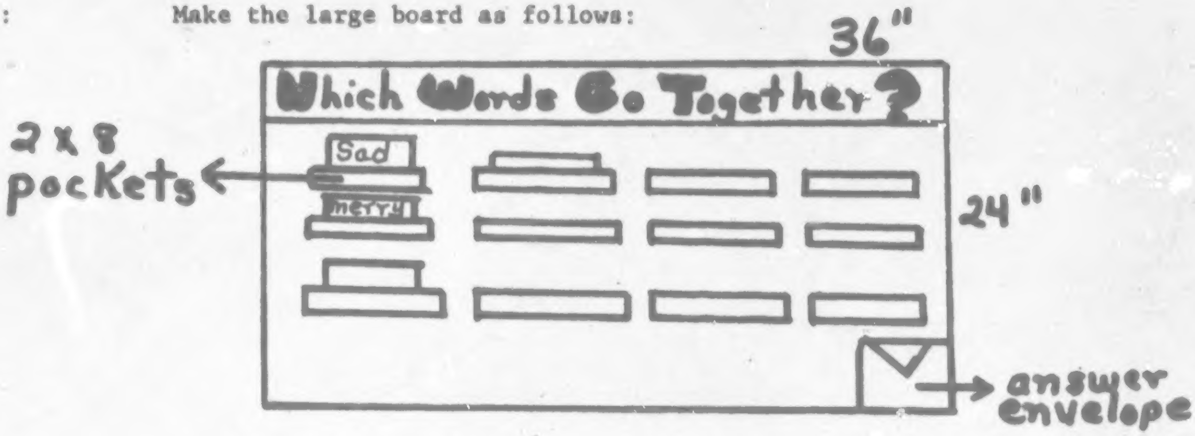
INSTRUCTIONAL LEVEL: 1 - 6

NUMBER OF PLAYERS:

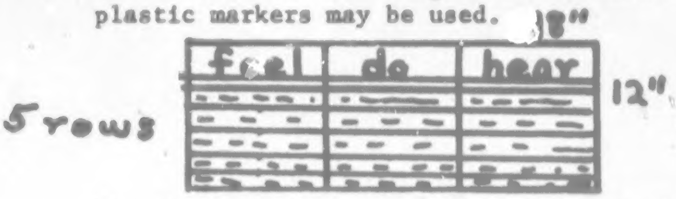
OBJECTIVE: To classify words according to a given criteria.

MATERIALS:
Poster board 24 x 36
Tagboard 2 x 8 strips for pockets
12 x 18 sheets for the children's answer cards
4 x 6 cards for word cards
Clear contact, pens, plastic markers

DIRECTIONS: Make the large board as follows:



Small boards for the children will be made as follows, leaving the headings blank so they may be changed depending on the words on the large board. Plastic coat them so plastic markers may be used.



PROCEDURE: The child reads the words on the large board and the headings the teacher has written on his board. He writes the words under the correct heading with a plastic marker, then checks himself against the answer key.

IMC NO LC-66

Submitted by Jo Ellen Moore

LEARNING CENTER ACTIVITY

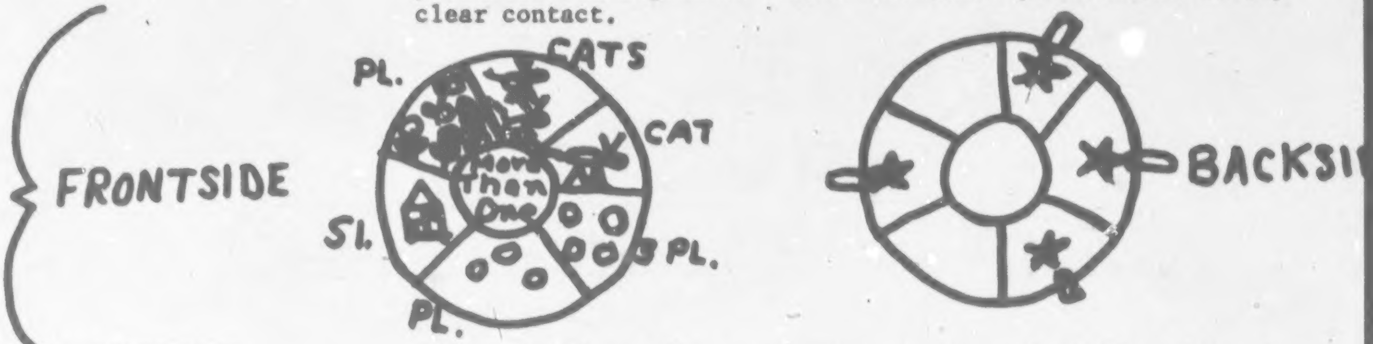
NAME OF ACTIVITY: More Than One

INSTRUCTIONAL LEVEL: K - 2

NUMBER OF PLAYERS: 1 - 4

OBJECTIVE: When given pictures of plurals and non plurals, the child is able to select those pictures depicting plurals. That is, Vocabulary understanding of plurals (non singulars).

MATERIALS: Tagboard; felt pen; clothes pins; gummed stars. Optional: pictures from magazines and/or workbooks (if not hand drawn) clear contact.



DIRECTIONS: Trace around an old record on to tagboard desired number of games. Cut out Section into six areas. Draw or paste about four sets of plurals - each set interspersed in a section of the wheel. Make about two of the sections on the wheel with pictures depicting singulars. Place gummed stars on the back of the sections classifying plurals.

PROCEDURE: Child clips a clothes pin on each section which depicts plurals. He then turns the wheel over to see if the clothes pins match the gummed stars.

IMC NO LC-67

Submitted by Panoria Foreman

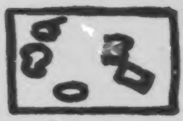
LEARNING CENTER ACTIVITY

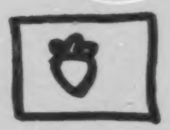
NAME OF ACTIVITY: Bags of Go Together

INSTRUCTIONAL LEVEL: K - 2

OBJECTIVE: When given a mixed assortment of common store items, the child will be able to classify them according to category into the correct bag.

MATERIALS: 6 bags (lunch size suggested). Variety of pictures from magazines or books on: toys; food; furniture; clothing, etc.; tagboard, scissors, clear contact or laminate.





DIRECTIONS: Cut out and mount on tagboard magazine cards. Label each bag with a category and mount a sample picture of that category on each bag. Have one bag with mounted samples of all the categories. Put the mounted pictures from all the categories in this bag (after each categorical picture has been self-corrected with the same color for the same category on its back).

PROCEDURE: Have the child take a picture from the "mixed up" bag and sort it to the bag where that kind of things are found. Repeat the procedure. When he is through sorting, he can check their go together category by the matching color on the back.

VARIATIONS: Use to categorize shapes, colors.
Add more categories, more objects in the category.
Vary for a class game by having a child put a designated bag in a designated position.

VARY MATERIALS: Use painted cans or covered boxes of equal size.

IMC NO__________

Submitted by Panoria Foreman

LC-68

NAME OF ACTIVITY: Word Lacing

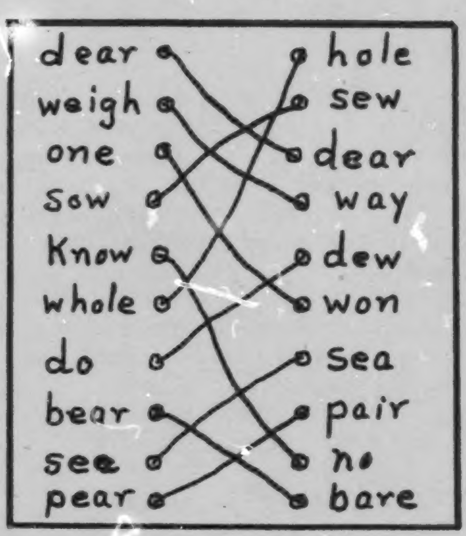
INSTRUCTIONAL LEVEL: All levels

OBJECTIVE: Homonym mastery.

MATERIALS: Cardboard or chipboard, 24" shoe strings (cut in half).

DIRECTIONS: On left hand edge of 12 x 6 inch piece of heavy cardboard or chipboard list six or more words which have homonyms. Punch a hole beside each. Knot one end of the shoe string and attach to card beside each word by pulling it through the hole to the knot.

On the right hand edge of the card list homonyms at random that relate to the words on the left hand edge. Punch a hole next to each homonym.



PROCEDURE: The child matches the homonyms by placing the loose end of each shoe string in the correct hole on the right hand edge.

VARIATIONS: Use for synonyms, antonyms, compound words, color words, number words, word meanings, etc.

IMC NO LC-69

Submitted by Rena Di Girolamo

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Words That Belong Together

INSTRUCTIONAL LEVEL: 1 - 3

OBJECTIVE: Given twenty cards, with names of objects written on them, the child will be able to place each card in the correct category.

MATERIALS: One piece of 8-3/4 x 12 inch tagboard. Small strips 1 x 1½ inch.

DIRECTIONS: Mark off spaces 1-3/4 x 1-1/4 inches on large piece of tag. Categories, such as color, toys, people, time, trees, fruit, food, numbers, action words, clothing, home, etc., are printed in the top spaces of tag. Words that belong to these categories are printed on the small strips.

PROCEDURE: The child is to place the names of the objects in the right category.

6

IMC NO__________

Submitted by Donna Robinson

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Same or Opposite

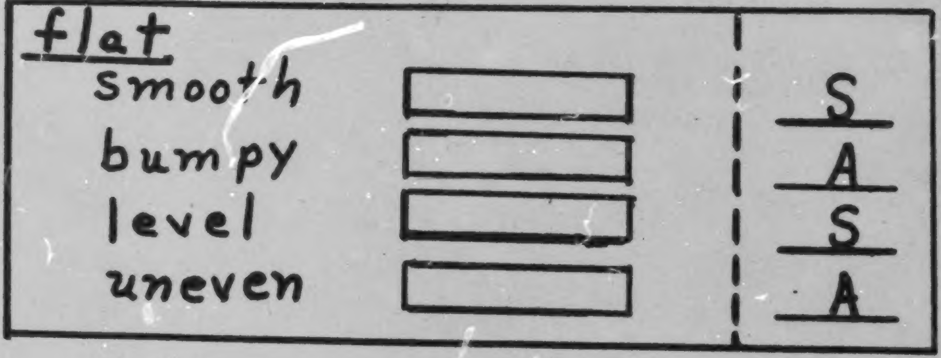
INSTRUCTIONAL LEVEL: 4 - 8

OBJECTIVE: Given a word, the student will be able to determine whether each of four other given words is the same or different in meaning.

MATERIALS:
5 x 7 inch cards
small box
the letters "A" and "S" from a scrabble game (or similar item)
paper clips

DIRECTIONS: Put a word at the top of each card and underline it. Place four more words below it that are either synonyms or antonyms for the underlined word. Fold back one inch on the right hand margin of the card that contains the answers and clip it in this position.

EXAMPLE



PROCEDURE: The student reads each underlined word and the four words below, playing the letter "S" for synonyms and "A" for antonym in each box to the right of the four words. Fold over flap to correct.

IMC NO LC-71

Submitted by William Kucher

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Synonym Ladder

INSTRUCTIONAL LEVEL: 3 - 8

OBJECTIVE: When given one word, the pupil can match it with a synonym at the correct instructional level.

MATERIALS: Two pieces of chipboard 12" x 18", 36" of plastic binding tape, 30 pieces of tag board 1" x 3", forty 2 x 2 word cards, 2 medium sized manila envelopes, dry mounting material.

DIRECTIONS: Join two pieces of chipboard together with tape. On inside front cover a list of 15 words should be made by mounting tag board strips in two rows of 15 like pockets. Fifteen 2 x 2 cards with words written on them should be placed in left hand column of pockets. In a manila envelope on the opposite page should be 25 word cards, 15 of which are synonyms for the words in the column. Answers should be written on a card and stored on the back of the activity.

PROCEDURE: A list appropriate to instructional level should be placed in left hand pockets. Synonyms and decoy cards should be placed in envelope. Student takes cards out of envelope and places the synonyms in pockets adjacent to word ladder. A dictionary may be needed for some students. When synonyms are all placed in pockets, answers may be checked with answer card.

VARIATIONS: The activity may be varied in difficulty by substituting word lists. Also other vocabulary enrichment exercises such as antonyms and homonyms may be used.

IMC NO____________

Submitted by Rodger Smith

LC-72

NAME OF ACTIVITY: Present and Past Tense

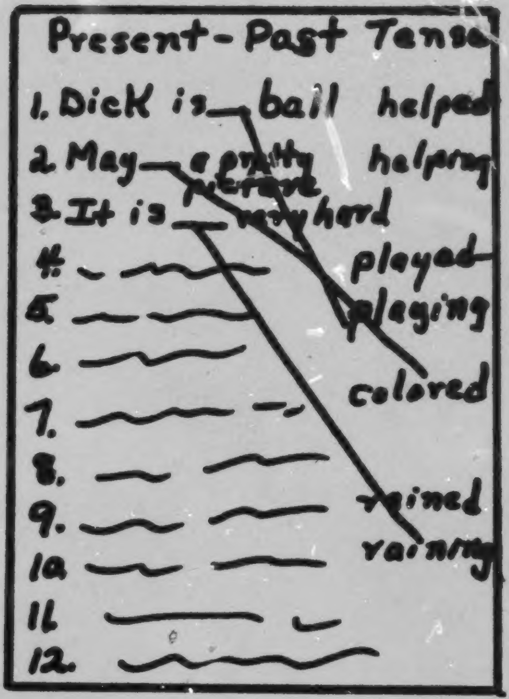
INSTRUCTIONAL LEVEL: 2 - 4 and E. H.

OBJECTIVE: To develop skill in using the present or past tense of the verb.

MATERIALS: Colored Cardboard. (If cardboard is lightweight, back it with a piece of cardboard cut from a corrugated carton.) Shoestrings or yarn or very narrow elastic.

DIRECTIONS: On left side of cardboard print sentences omitting the verb. On the right side print the present and past tenses of the verbs that fit in the sentences. Attach the shoestring on the sentence where the verb belongs. On the right side of the cardboard cut slits beside the verbs. Make this activity self-checking on the back.

PROCEDURE: Read the sentence and supply the correct tense of verb. Connect the two with the shoestring.


Present-Past Tense
1. Dick is __ ball
2. May __ a pretty picture
3. It is __ very hard
4.
5.
6.
7.
8.
9.
10.
11
12.
helped
helping
played
playing
colored
rained
raining

IMC NO LC-73

Submitted by LaVerne Ostermeyer

LC-73

LEARNING CENTER ACTIVITY
(Vocabulary Development)

NAME OF ACTIVITY: Dictionary Devils

INSTRUCTIONAL LEVEL: 3 - 7, depending on vocabulary used.

OBJECTIVE: To develop vocabulary and to use the dictionary in order to classify words correctly.

MATERIALS: Index cards; index card file; 3 file category cards.

DIRECTIONS: Mark the 3 category cards--animal, vegetable, or mineral. Make an index card for each of the following words.

ruminant
avocado
saffron
wombat
scimitar
wisteria
gaff
mercury
cymbal
derma
micrometer

PROCEDURE: Student is to look up word in the dictionary and decide which of the 5 categories the words are to be filed under and file it properly in the file. Color code so students can check answer.

VARIATIONS: Use different categories; e.g., food, clothing, tools; and different words appropriate to level of students.

IMC NO__________

Submitted by Carole Ladd

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Find The Synonyms

INSTRUCTIONAL LEVEL: 2 - 4 or E. H.

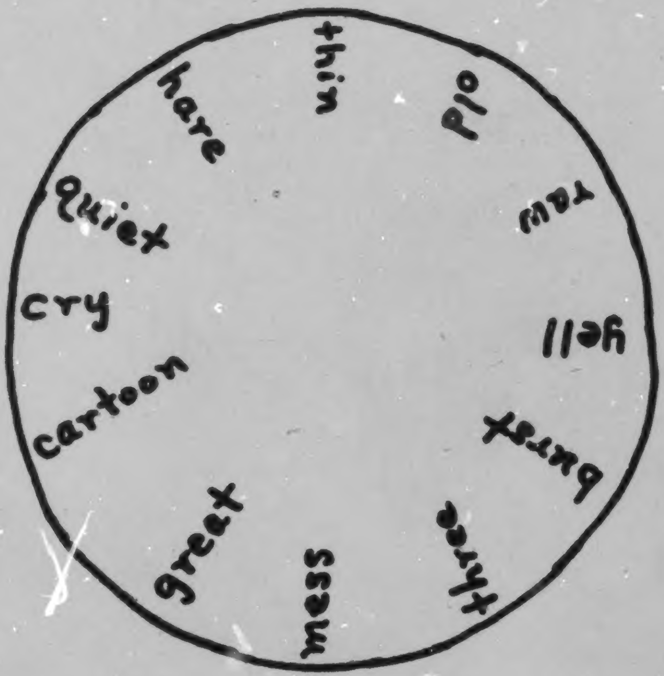
OBJECTIVE: To build vocabulary.

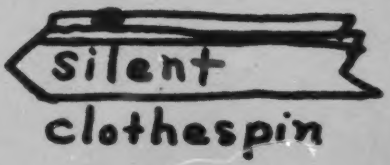
MATERIALS: Cardboard for the wheel and twelve clothespins.

DIRECTIONS: Cut circle out of the cardboard. Place ten or twelve words on the wheel. On ten or twelve clothespins print the synonym of the words on the wheel. Code the back of the wheel and clothespins for self checking.

PROCEDURE: Clothespins are clipped to the wheel over the words that have the same meaning.

VARIATIONS: Two players can play with one player timing the other to see who can complete the game in the least amount of time.


thin
old
raw
yell
burst
three
mess
great
cartoon
cry
quiet
hare


silent
clothespin

IMC NO LC-75

Submitted by LaVerne Ostermeyer

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Match A Word - Match A Picture

INSTRUCTIONAL LEVEL: K - 6

OBJECTIVE: To teach antonyms or synonyms.

MATERIALS:
Picture of suitable size and interest.
Oak tag
Manila Folder

DIRECTIONS: Write two matched and parallel columns of synonyms or antonyms on the oak tag. The left-hand column should be numbered from top to bottom so there will be no difficulty in arranging later. The picture is then laminated to the back. The oak tag is cut into individual word cards. Place in a manila folder.

PROCEDURE: Pupil arranges the left-hand column as numbered. He then arranges the matching words. All of the pieces involved are placed in order in the manila folder. When the pupil is ready to check his work, he closes the folder and flips it over. The complete picture appears. If the words are not arranged properly, the picture will be jumbled.

IMC NO__________

Submitted by Jane Tomlinson

NAME OF ACTIVITY: Word Classification

INSTRUCTIONAL LEVEL: 1 - 3

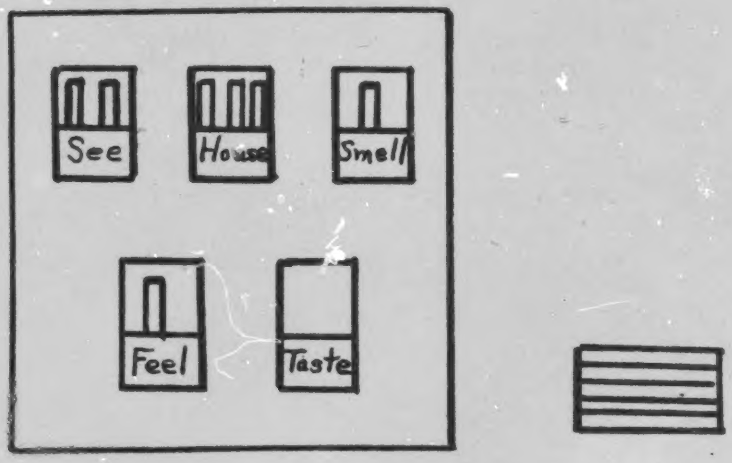
OBJECTIVE: Vocabulary development.

MATERIALS: Heavy board with five library pockets labeled as follows:

See Hear Feel Taste Smell

Word cards such as: coffee, new shoes, bus, train, bird, rain, etc.

PROCEDURE: Two or more children take turns reading the top card and places it in the correct pocket. When all the cards are placed, they check with the answer key card in back of chart.



IMC NO LC-77

Submitted by Dorothea Nguyen

LC-77

NAME OF ACTIVITY: Word Brackets

INSTRUCTIONAL LEVEL: 3 - 6

OBJECTIVE: To introduce interesting new words, choose a holiday word, or one connected with a subject being studied.

MATERIALS: 3 x 5 cards. After the cards have been set up with the "words", they should be laminated so they're reusable.

PROCEDURE: For this exercise, print a word vertically on a 3 x 5 card. To the right, print the same word with its letters reversed in order as shown. The object is to insert letters between those given to make new words, the longer the better, for every letter inserted gives the player a point.

G_______T	H_______E	F_______E
H_______S	O_______S	R_______C
O_______O	R_______R	A_______N
S_______H	S_______O	N_______A
T_______G	E_______H	C_______R
		E_______F

If a student playing WORD BRACKETS with Horse, supplied the above letters, his score would be 13. If, however, he used Oysters for the second word, he would have gained another 2 points, and so on.

IMC NO____________

Submitted by M. Overton

LEARNING CENTER ACTIVITY

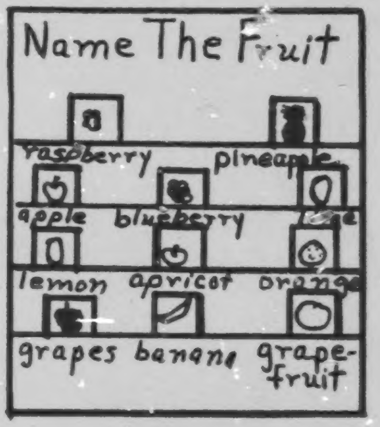
NAME OF ACTIVITY: Name The Fruit

INSTRUCTIONAL LEVEL: 2 - 8

OBJECTIVE: Vocabulary development (in this case name of fruit).

MATERIALS: 8" x 11" tagboard, butcher paper, stapler (or sewing machine), different colors of markers, strips.

DIRECTIONS: Make a lap board using the 8" x 11" tagboard. Make it into a pocket chart using the butcher paper and sewing machine. Draw fruit or find a "Kraft" advertisement of small pictures of fruit. On each strip put the pictures on the front and the names on the back. Children need to see the names on the backs to self-check.


Name The Fruit
raspberry
pineapple
apple
blueberry
lemon
apricot
orange
grapes
banana
grapefruit

PROCEDURE: Child matches fruit with name.

VARIATION: This activity can be expanded into a classification activity by including pictures of vegetables and other foods.

IMC NO LC-79

Submitted by Sandra Sockol

LEARNING CENTER ACTIVITY
(Word Recognition Skill)

NAME OF ACTIVITY: "Vo Cab Trip"

INSTRUCTIONAL LEVEL: 1 - 3

OBJECTIVE: To enforce word meanings.

MATERIALS: Toy cars and a die. A large U.S.A. map.

DIRECTIONS: Mount on sturdy backing. Draw routes from one city to another with a colored pen. Circle the cities. Cut cards 4" x 2½". Print the words to be reviewed on one side and the meaning of the words on the other side.

PROCEDURE: The child reads the word; then gives the meaning. If he is correct, he throws the die and advances his toy accordingly. If he misses, he must go back one place; and the next player gets a turn.

VARIATIONS: Use antonyms and synonyms.

IMC NO____________

Submitted by Emilie Haas

LEARNING CENTER ACTIVITY
(Vocabulary Activity)

NAME OF ACTIVITY: Find-the-Pocket

INSTRUCTIONAL LEVEL: 1 - 8

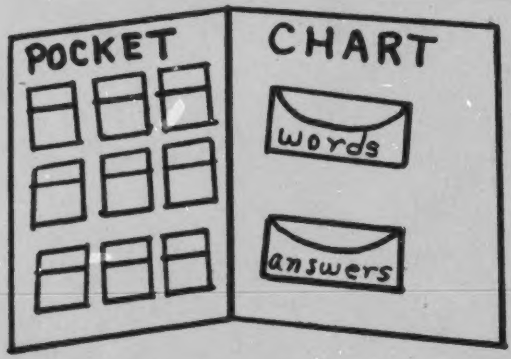
OBJECTIVE: When given a group of words selected from the appropriate instructional level, the child is able to arrange the words according to the category to which they belong.

MATERIALS:

2 pieces chip board or cardboard, 14" x 18"
36" of plastic binding tape, 1" wide
2½" x 3" cards
9 book pockets
2 business size envelopes
9 3½" x 4" cards

DIRECTIONS: Join the 2 pieces of chip board on the 18" sides with plastic tape. Attach book pockets on left side and the 2 envelopes on the right side. Write labels of categories on the 3½" x 4" cards and insert in pockets. Write words to be categorized on the 2½" x 3" cards and place in upper envelope. The lower envelope may contain the answers so that the activity may be self-correcting.

PROCEDURE: Take the cards from the upper envelope on the right and place them in the pocket that tells what group the word belongs to. Classifications, such as animal, mineral, trees, insects, etc., can be used.



IMC NO LC-81

Submitted by Dorothy Konrad

LC-81

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Words, Words, Words

INSTRUCTIONAL LEVEL: Primary, Intermediate

OBJECTIVE: Vocabulary development

MATERIALS: 8 x 11 folders, strips of lined paper 6 inches long

DIRECTIONS:

1. Make a folder for each child. Place a pocket at the bottom on each side of the folder with the words, "Words to Learn" and "Words I Know," written on them.

2. On 6 inch strips of paper write words presented in the reading lesson, or words which have given the child particular difficulty. On the back the teacher may write a short sentence using the word.

PROCEDURE:

1. The children place the words in the "Words to Learn" pocket. As they master the word they place it in the "Words I Know" pocket. They review their words before the reading group.

IMC NO__________

Submitted by Carol Harber

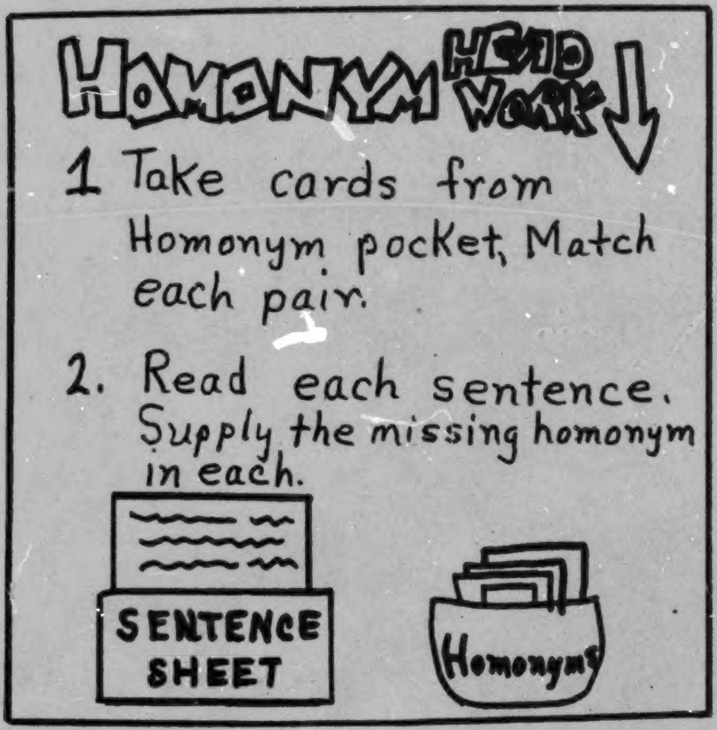
LEARNING CENTER ACTIVITY

NAME OF ACTIVITY:

INSTRUCTIONAL LEVEL: 2 - 3

OBJECTIVE: Given a group of homonyms, the student will match each pair and supply missing homonyms to a list of sentences.

MATERIALS: Oak tag sheet, oak tag cards, felt marker



1 Take cards from Homonym pocket, Match each pair.

2. Read each sentence. Supply the missing homonym in each.

PROCEDURE: Change sentence sheet weekly.

IMC NO LC-83

Submitted by Mary Ann Marnell

LC-83

LEARNING CENTER ACTIVITIES

FOR THE DEVELOPMENT OF WORD MEANING SKILLS

NAME OF ACTIVITY:

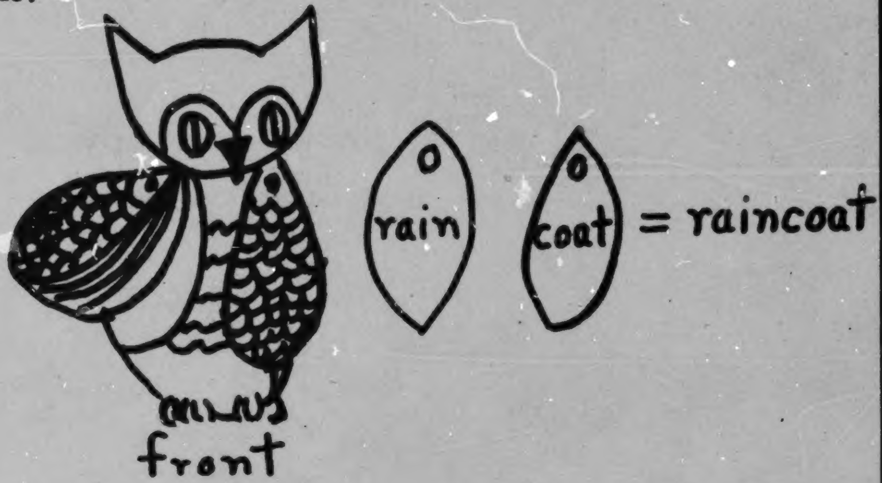
INSTRUCTIONAL LEVEL: 1 - 3

OBJECTIVE: Structural analysis (compound words)

MATERIALS: Colored tagboard; two brads; colored marking pens; white tagboard and paper punch.

DIRECTIONS: Make owl. Cut wings out of tagboard--as many as you need. Put words on tagboard to make compound words. Fasten "wings" to body with brads.

PROCEDURE: Children match up one wing with the other to make compound words.



VARIATION: Other words can be put on wings. For example: silent e words (can, cane) and contractions (can't = can not).

IMC NO LC-84

Submitted by Sandra Sockol

LEARNING CENTER ACTIVITY
(Word Recognition Skill)

NAME OF ACTIVITY: Compound Words

INSTRUCTIONAL LEVEL: 3 - 5

NUMBER OF PLAYERS: One

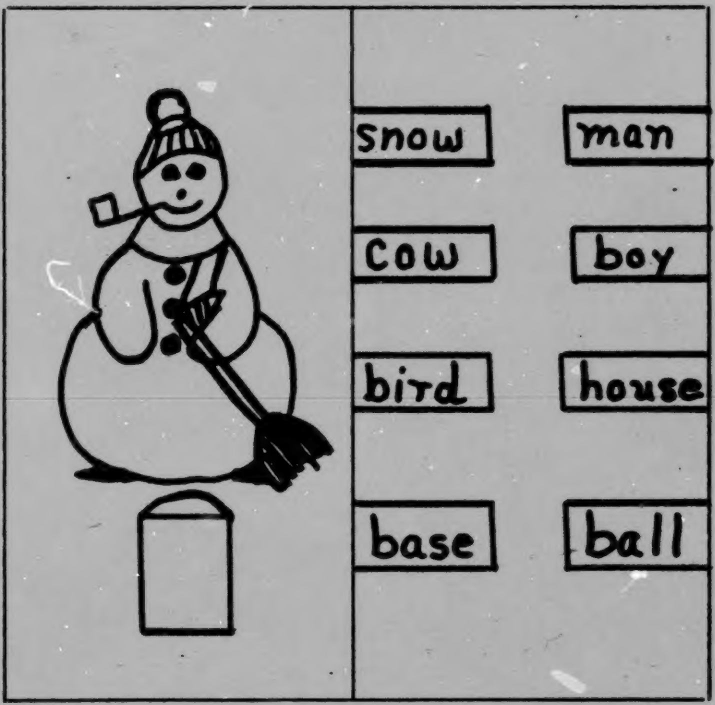
OBJECTIVE: To develop vocabulary through practice in forming compounds.

MATERIALS: A piece of 8 x 12 oaktag is folded through the center to open like a book, as illustrated. On the left fold draw a picture of an object which represents a compound word such as snowman. On the lower part of this fold fasten a card pocket envelope. Place in the envelope a number of 1 x 2 inch word cards from which compound words can be made.

PROCEDURE: The child takes the word cards from the envelope and sees how many compound words he can build on the right-hand fold.

VARIATION: Children might profit from making their own word cards based on compound words discovered in their reading.

CAUTION: Be sure to gear the difficulty of the words to the achievement of the individual pupils.



IMC NO LC-85

Submitted by Harold Cooper

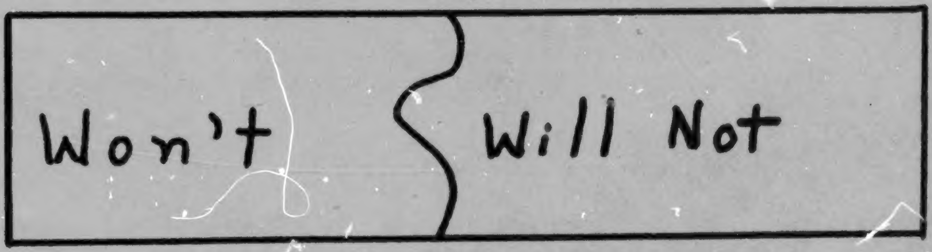
NAME OF ACTIVITY: Contraction Match-Up

INSTRUCTIONAL LEVEL: 1 - 8

OBJECTIVE: Structural analysis - contractions.

MATERIALS: Flash cards; markers; contact paper or lamination.

DIRECTIONS: Write contraction on part of flash card, and then meaning on the other.



PROCEDURE: Have children or child match up the correct cards.

VARIATIONS: Children could also write sentences using contractions.

LIST OF POSSIBLE WORDS

didn't
can't
what's
o'clock
doesn't
that's
I'll
they'll
I've

it's
shouldn't
couldn't
who's
isn't
won't
don't
I'm
hadn't

IMC NO___________

Submitted by Sandra Sockol

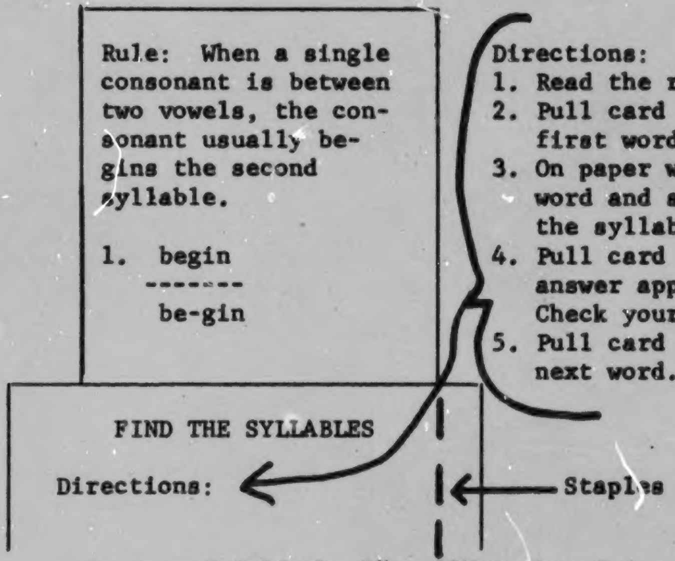
LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Find The Syllables

INSTRUCTIONAL LEVEL: 3 - 8

OBJECTIVE: When given a rule for syllabication and a list of words which follow that rule, the child is able to write the words and correctly separate the syllables.

MATERIALS: One piece tagboard 9" x 12"; one piece tagboard 4½" x 12". Stapler and staples, or masking tape. Marking pen.



Rule: When a single consonant is between two vowels, the consonant usually begins the second syllable.

1. begin
----
be-gin

FIND THE SYLLABLES

Directions:

Directions:
1. Read the rule.
2. Pull card until first word appears.
3. On paper write the word and separate the syllables.
4. Pull card until the answer appears. Check your work.
5. Pull card for the next word.

DIRECTIONS: Score and fold the 9" x 12" tagboard down the center the 9" way. Staple or tape along the open edge. Write directions on the sheath. Write a rule followed by alternating items and answers on 4½" x 12" tag. Insert cards into sheath so that only the rule shows.

PROCEDURE: Child follows directions shown in the illustration.

IMC NO__________

Submitted by Stanley W. Leavell

LC-87

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Contractions Minus

INSTRUCTIONAL LEVEL: 2 - 4

OBJECTIVE: The child will learn to associate contractions with their uncontracted form.

MATERIALS:
3 x 5 cards
envelope
paper
pencil

DIRECTIONS: Write down the un-contracted form of ten contractions on the front of the card and the contractions on the back

PROCEDURE: Child will use paper or just answer orally. Child will look at un-contracted form and write the contraction.

VARIATION: Child will use other side of card and write the two words from which contractions are made.

IMC NO____________

Submitted by Regena Lauterbach

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Making Compound Words

INSTRUCTIONAL LEVEL: 3 - 6

OBJECTIVE: When given a list of the first part of several compound words, the student can form commonly used compound words by adding a second word to the one given.

MATERIALS: Fifteen 5" x 8" cards, a manila envelope for the cards, lamination materials, writing paper, pencil.

DIRECTIONS: Lengthwise, on each of the 5 x 8 cards, list the first word of fifteen commonly used compound words. These should be on the left side of the page. On the right side of the page, list the second half of each of the compounds, but in mixed-up order. List the answers to the exercise on the back of each card. Laminate each card for long use.

PROCEDURE: Student reads directions on front of envelope. He then takes out a numbered card. He records the number of the card on his paper and proceeds to match the words on the left with the words on the right of the 5 x 8 card. He checks his answers with the back of the card.

VARIATION: List only one part of a compound word and elicit the second part from the student without any previous list to make matches from.

IMC NO____________

Submitted by Rodger Smith

NAME OF ACTIVITY: Vocabulary Development

INSTRUCTIONAL LEVEL: 2 - 5

OBJECTIVE: Classification skill

PROCEDURE: Choose a category from below and make up a list of things you might find in it. See if a friend can guess the name of your category by reading only the list.

- -

Your dog's house
Your big sister's purse
A school trash can
Trick or Treat Bag
A junk collector's sack, etc.

A teenager's bedroom
A packrat's nest
A baby buggy
A lake

IMC NO____________

Submitted by M. A. Marnell

LEARNING CENTER ACTIVITY
(Vocabulary Development)

NAME OF ACTIVITY: Sound-Alike Twins

INSTRUCTIONAL LEVEL: 2 - 4

OBJECTIVE: Student will be able to use homonyms correctly.

MATERIALS: 9 x 12 drawing paper folded into six squares with one word from homonym pairs written at bottom of each square.

buy	blue	write
by	blew	right

DIRECTIONS: Make pictures to illustrate each word.

VARIATIONS:

1. Antonyms or synonyms may be used.
2. Have cards with twins on each. Child has to give a sentence using each twin correctly.

IMC NO___________

Submitted by Dorothea Nguyen

NAME OF ACTIVITY:	Vocabulary - Word Meanings
INSTRUCTIONAL LEVEL:	1 - 6
OBJECTIVE:	Find the misplaced words in each sentence.
MATERIALS:	Paragraphs taken from readers of appropriate levels and typed with some words misplaced.
PROCEDURE:	Read each sentence carefully. In each sentence there will be a word which does not fit in well with the meaning of the sentence. After you have marked the misplaced words in each sentence, trade these words among the sentences until each makes sense.

IMC NO__________

Submitted by M. A. Marnell

LEARNING CENTER ACTIVITY
(Vocabulary)

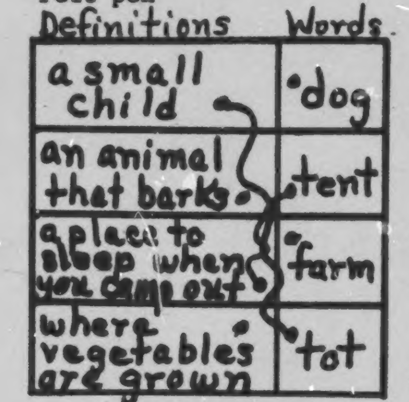
NAME OF ACTIVITY: Match-Up

INSTRUCTIONAL LEVEL: K - 1

OBJECTIVE: Child is able to define given words.

MATERIALS: Cardboard pieces 12 x 18
Shoelaces or plastic lacing
Felt pen

DIRECTIONS:



Definitions	Words
a small child	dog
an animal that barks	tent
a place to sleep when you camp out	farm
where vegetables are grown	tot

Write the definitions on one half of the cardboard and the words to be defined on the other. Punch holes by the words; attach the shoelaces by the definition. (One shoelace can be cut in half. Tie knot in cut end; thread from back of board.)

PROCEDURE: The child reads the definition, finds the correct word and laces the two together. Teacher corrected.

VARIATIONS: May be used for:

opposites	colors
synonyms	number words
contractions	math problems
riddles	

IMC NO LC-93

Submitted by Jo Ellen Moore

LEARNING CENTER ACTIVITIES
FOR THE
DEVELOPMENT OF COMPREHENSION SKILLS

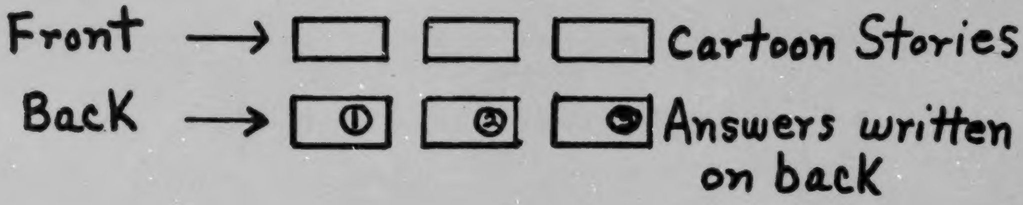
LEARNING CENTER ACTIVITY
(Comprehension Skill)

NAME OF ACTIVITY: Cartoon Fun

INSTRUCTIONAL LEVEL: 1 - 8

OBJECTIVE: To put stories in sequential order.

MATERIALS: Poster paper, contact paper, marker, brown envelope, cartoons.



DIRECTIONS: Cut out cartoons from the newspaper. Example: Dennis the Menace, Blondie, etc. Then cut up the individual frames and paste on hard poster paper. On the back of each frame, write the number which gives the answer. Example: Number one would be written on the back of the frame that comes first, etc. Place clear contact on it.

PROCEDURE: Children mix up the cartoons and then try to put them in the correct order. When they are finished, they check the numbers on the back to see if they're correct.

VARIATIONS: You can start off with short stories and then increase the length and complexity depending on their ability.

IMC NO LC-94

Submitted by Carol DiRaimondo

LEARNING CENTER ACTIVITY
(Comprehension Skill -
Critical Reading)

NAME OF ACTIVITY: Advertisement Evaluation

INSTRUCTIONAL LEVEL: 4 - 8

OBJECTIVE: To interpret and evaluate advertisements.

MATERIALS: A collection of advertisements from magazines.
Oaktag, glue

DIRECTIONS: Mount the advertisements on oaktag and place in a file. On a separate piece of oaktag, print the following questions:

1. What is the product being advertised?
2. What idea (s) is the picture trying to give the reader?
3. Is there more than one object in the picture? If so, how do these contribute to the product being sold?
4. What characters are used?
5. What words does the advertiser use to make you want to use his product?

PROCEDURE: Select an advertisement from the file. Answer as many of the questions as you can about the advertisement you selected.

IMC NO LC-95

Submitted by Dorothy Konrad

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: "Adventure Reading"

INSTRUCTIONAL LEVEL: 5 - 8

OBJECTIVE: To teach literal and evaluative comprehension skills by using highly interesting reading material.

MATERIALS: Two pieces of chipboard 14" x 18", National Geographic magazines, two small manila envelopes, thirty 3 x 5 cards, writing paper, pencil, 36 inches of plastic binding tape.

DIRECTIONS: Join the two pieces of chipboard with the plastic tape. On the front of the book-like activity folder, print the name of the story from National Geographic. Also put some pictures from the story on the front. On the inside front cover glue on one of the manila envelopes. This is the storage space for the story text. The story text may be dry-mounted or laminated for long life. In a pocket on the inside back cover the 3 x 5 cards are stored. About 10 of the questions (listed 1 per card) should be literal comprehension questions, the other 5 questions being evaluative-type questions. The answers are printed on numbered 3 x 5 cards which are stored on the back cover in a manila envelope.

PROCEDURE: A child picks a story that interests him. He reads the story text. He then has a choice of answering 10 out of 15 questions. At least 5 must be literal-type, and at least 2 must be evaluative. Any other combinations are acceptable. Answers are written on a separate piece of paper and then checked with cards on back. The student should score at least 8 correct or he must then answer 2 more questions.

IMC NO LC-96

Submitted by Rodger Smith

NAME OF ACTIVITY: Story Puzzle

INSTRUCTIONAL LEVEL: K - 6

OBJECTIVE: When given a group of events from a story, the student will be able to arrange them in the appropriate chronological order.

MATERIALS: Two pieces of chipboard, 12" x 18", 15 - 3 x 5 cards; 10 strips of tag board 2" x 5"; 2 manila envelopes, medium size; 36" plastic binding tape; a printed story with many events.

DIRECTIONS: Fasten chipboard together with tape. On the front of the package, make a pocket for the story text. Place text in pocket. Have instructions printed above story on the cover. On the inside of the cover, dry-mount an envelope and place 15 event cards inside. On back inside cover, make 2 columns of 5 pockets each using tag board strips. On the back, dry-mount another envelope for answer key.

PROCEDURE: The pupils read the directions and the story. Then they open the activity and take out the event cards. The event cards are to be placed in chronological order in pockets 1 through 10. Answers may be checked with the key in an envelope on the back.

VARIATIONS: The activity may be varied in difficulty according to reading levels of selected stories and the number of events they encompass. Another variation includes writing event cards without a story and developing an order without any outside structure.

IMC NO LC-97

Submitted by Rodger Smith

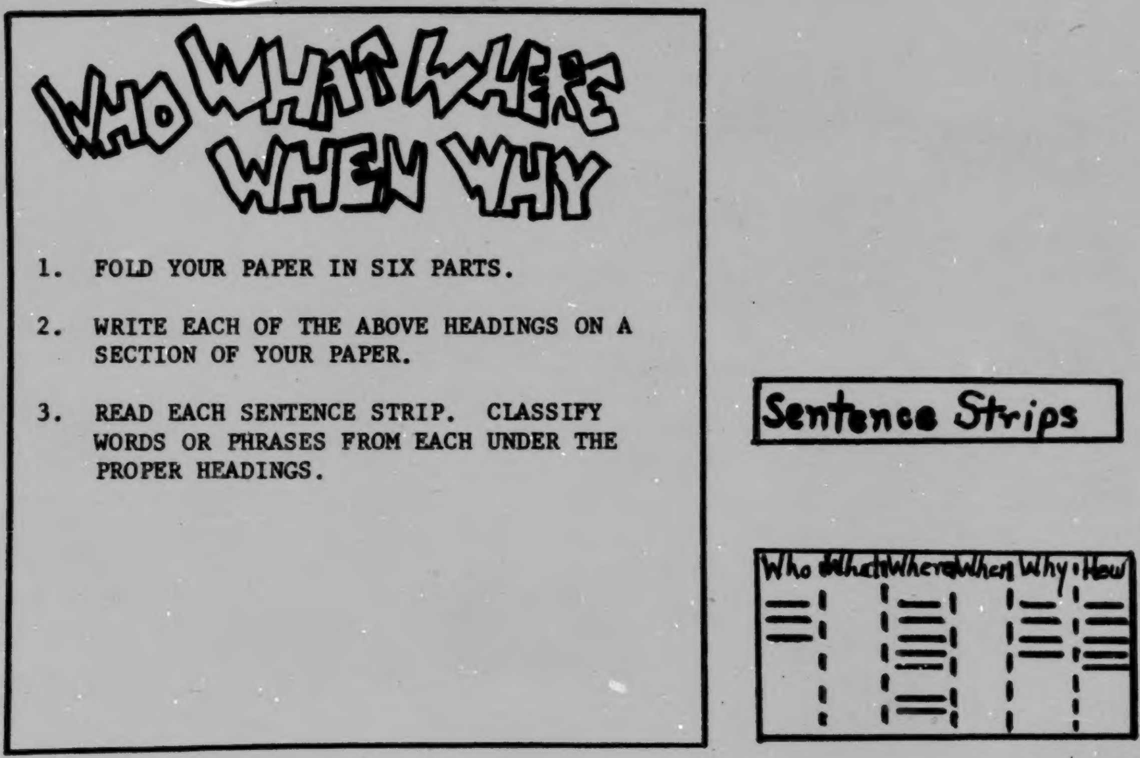
LEARNING CENTER ACTIVITY
(Literal Comprehension)

NAME OF ACTIVITY: Literal Comprehension

INSTRUCTIONAL LEVEL: 3

OBJECTIVE: Given a group of sentences, the child will analyze each and classify the sentence parts under the headings WHO - WHAT - WHERE - WHEN - WHY.

MATERIALS: Oak tag, felt markers, paper for student use.


WHO WHAT WHERE
WHEN WHY
Sentence Strips
Who
What
Where
When
Why
How

1. FOLD YOUR PAPER IN SIX PARTS.
2. WRITE EACH OF THE ABOVE HEADINGS ON A SECTION OF YOUR PAPER.
3. READ EACH SENTENCE STRIP. CLASSIFY WORDS OR PHRASES FROM EACH UNDER THE PROPER HEADINGS.

PROCEDURE: Change sentence strips weekly.

IMC NO LC-98

Submitted by Mary Ann Marnell

LEARNING CENTER ACTIVITY
(Comprehension)

NAME OF ACTIVITY: Find The Paragraph (Main Idea)

INSTRUCTIONAL LEVEL: 2 - 6

NUMBER OF PLAYERS: One

OBJECTIVE: Student will match key sentences with the paragraph in an article having the main idea expressed by key sentence.

MATERIALS: An article (in a book or elsewhere) with numbered paragraphs. A set of 3 by 5 cards, prepared each with a different key sentence (expressing the main idea from one of the paragraphs in the article).

PROCEDURE: Student is instructed to match the key sentence on each card with one of the numbered paragraphs in the article. The sentence must express the main idea of the chosen paragraph number.

SUGGESTIONS: To make this activity a self-corrective one, provide an answer key.
To increase the difficulty, write the key sentences as paraphrases (not word-for-word) of the wording in the article.

IMC NO LC-99

Submitted by Harold L. Cooper

LEARNING CENTER ACTIVITY
(Comprehension Skill)

NAME OF ACTIVITY: Making Comparisons

INSTRUCTIONAL LEVEL: 2 - 6

OBJECTIVE: To compare and contrast.

MATERIALS: One ditto master.

DIRECTIONS: Copy on the ditto a chart similar to the one below.

THE PORCUPINE AND THE RACCOON

	PORCUPINE	RACCOON
1. Appearance		
2. Kind of home		
3. Food		
4. Means of protection		
5. Habits		
6. Young		
7. Size		
8. Usefulness		
9. Where found		

PROCEDURE: Child is to fill in the chart. He may use reference books.

VARIATION: May use two of anything about which child has read.

IMC NO LC-100

Submitted by Donna Robinson

LEARNING CENTER ACTIVITY
(Comprehension)

NAME OF ACTIVITY:	Match The Word (Literal and/or Interpretive Comprehension)
INSTRUCTIONAL LEVEL:	2 - 5
NUMBER OF PLAYERS:	One
OBJECTIVE:	Student will answer 5 or 6 literal and/or interpretive comprehension questions about a captioned picture (or an illustrated paragraph) by choosing the card printed with the correct word/phrase.
MATERIALS:	Make several 9 by 12 inch cards on which there are either illustrated paragraphs or captioned pictures. Mount an envelope (for question-cards and answer-cards) on the back of each 9 by 12 card. For each of the above, make a question-card (sizes 3 by 4 inches) and a set of smaller answer-cards. The answer-cards should contain a word or a short phrase. Some of these answer-cards should give incorrect answers, others correct answers to the given questions. "Which word tells what mother is doing?" "Which word tells how Sam felt?"
PROCEDURE:	Student is directed to choose the answer-card which answers each of the questions and place it next to the question.
SUGGESTION:	Some device may be used to make this activity one in which the student can then check his own answers.

IMC NO LC-101

Submitted by Harold L. Cooper

LEARNING CENTER ACTIVITY
(Literal Comprehension)

NAME OF ACTIVITY:	Omit Two (Sentence Comprehension)
INSTRUCTIONAL LEVEL:	1 - 6
NUMBER OF PLAYERS:	One
OBJECTIVE:	Student will choose three sentences (out of five available) which are relevant to a given picture.
MATERIALS:	Mount a picture on an individual card together with three sentences that tell something about the picture. Print two extra sentences (mixed in with the first three) that do not relate to the picture.
PROCEDURE:	Directions (included on the card) instruct student to study the picture and then to find the two sentences that are not relevant to it.
SUGGESTIONS:	Correct answers can appear on the back of the card to make this activity self-corrective.

IMC NO LC-102

Submitted by Harold L. Cooper

LEARNING CENTER ACTIVITY
(Comprehension Skill)

NAME OF ACTIVITY: Sentence Sense

INSTRUCTIONAL LEVEL: 1 - 8

OBJECTIVE: Student will understand meaning of a sentence.

MATERIALS: Paper strips of two different colors, one representing subject, the other predicate. Have phrases such as following written on the strips and put into an envelope.

DIRECTIONS: Make sentences by matching the phrase on the blue card to a phrase on a pink card. Write down all the sentences you can make.

I left it	on the car
There are four tires	by the table
Some people	are going for a walk
The elephant	has big ears

IMC NO____________

Submitted by Dorothea Nguyen

LEARNING CENTER ACTIVITY
(Comprehension Skill)

NAME OF ACTIVITY: Cartoon Cut Ups

INSTRUCTIONAL LEVEL: 2 - 3

OBJECTIVE: To gain skill in sequencing.

MATERIALS: Cartoon pictures that tell a complete story in three or four frames. (i.e., Nancy, Peanuts, etc.) Envelopes for each cartoon.

PROCEDURE: Are you an Expert with cartoons? Put each cartoon in the correct order. After you finish, check your answers by looking at the back.

VARIATIONS: Use sentences.

The tree is tall

Use whole paragraphs, one sentence per card.

IMC NO LC-104

Submitted by Mary Carolyn Palmer

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Headliners

INSTRUCTIONAL LEVEL: 3 - 8

OBJECTIVE: Reading for the main idea. When given newspaper articles the student must match them with their headlines.

MATERIALS: Cardboard, newspapers, rubber cement, marking pencil, paper.

DIRECTIONS: On one piece of cardboard paste headlines clipped from newspaper. Number them. On another piece of cardboard paste stories that go with headline in different order. Mark them A, B, C, etc.

PROCEDURE: The student is given paper marked 1-10. He is then to put the letter of the story that goes with the headline.

VARIATIONS: Student newspapers may be used instead of regular newspapers. By using rubber cement you can keep changing the stories and headlines.

IMC NO__________

Submitted by Carole Ladd

LC-105

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Match the Story

INSTRUCTIONAL LEVEL: 1 - 6

OBJECTIVE: Given a paragraph or short story and cards with phrases or sentences from the story, the child will be able to reconstruct the correct order of the story.

MATERIALS: An 8½ x 11 inch piece of paper and 3 x 7 inch index cards or pieces of tagboard.

DIRECTIONS: Write a paragraph or short story. Write all of the phrases or sentences on separate cards. Number the cards on the back.

PROCEDURE: Child reads the story. Then he reconstructs the story, word for word by placing cards on a table in correct sequence. Some children may need to have the story in front of them while they are reconstructing.

VARIATIONS: Have the student read a story. Then he will arrange topic sentences from each paragraph into the correct sequence. The cards will be numbered on the back to make the activity self-checking.

IMC NO__________

Submitted by Donna Robinson

NAME OF ACTIVITY:	Sentence Scramble
INSTRUCTIONAL LEVEL:	Primary, Intermediate
OBJECTIVE:	To teach sentence building and sequence.
MATERIALS:	Strips of tagboard
DIRECTIONS:	Print short sentences on strips of tagboard. The vocabulary should be taken from the current reader. Cut each sentence in half and put a group of these cut sentences in a manila envelope.
PROCEDURE:	Students play the game by taking the phrases out of the envelope and putting them together in sentences. The sequence should also be correct.

IMC NO__________

Submitted by Carol Harber

LC-107

LEARNING CENTER ACTIVITY
(Creative Activity)

NAME OF ACTIVITY: Story Starters

INSTRUCTIONAL LEVEL: 1 - 8

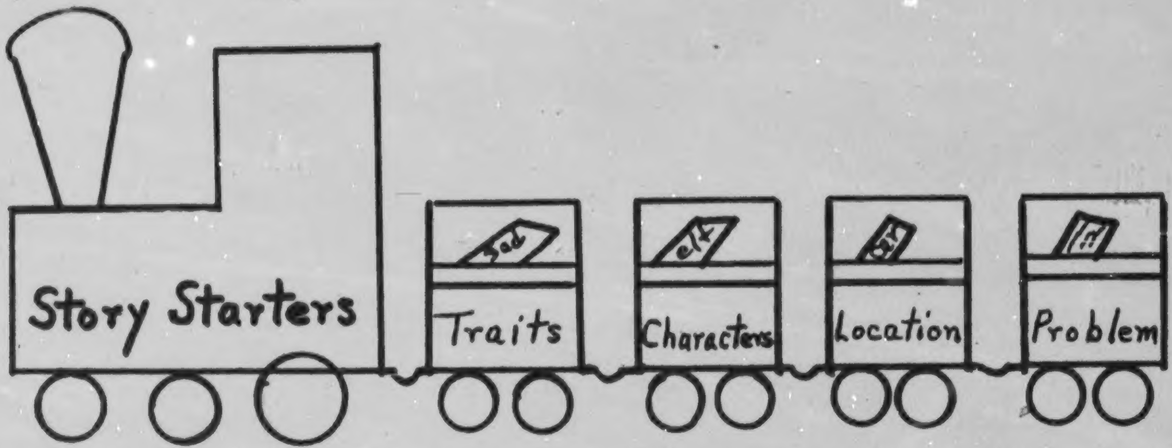
OBJECTIVE: Motivators for creative writing.

MATERIALS: Colored tagboard, lined tagboard.

PROCEDURE: Children may take one card from each train to their desks or stay at the center and attempt to construct them into a creative story. Note: The cards are color coded to help children replace the strips in the proper cars.

EXAMPLES:

Traits	Character	Location	Story Problem
sad	robot	in a space ship	has no friends
foolish	father	under the bed	found a treasure
happy	farmer	on top of a mountain	poor report card
stingy	witch	on a horse	had no shoes
jealous	cow	on top of a table	brakes failed
tall	fairy	at a movie	had a flat tire
mean	scientist	in an airplane	can't sleep
dumb	puppy	on a train	afraid to go home
clumsy	elephant	in a car	alarm didn't go off
jolly	elf	in school	
funny	king		



DIRECTIONS:

1. Take one card from each of the cars on the train.
2. Write a story using these cards as guidelines.
3. Proofread the story and then give it to your teacher.

IMC NO LC-108

Submitted by Rena Di Girolamo

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Comic Strip Sequencing

INSTRUCTIONAL LEVEL: 2 - 6 or E. H.

NUMBER OF PLAYERS: One

OBJECTIVE: Develop skill in recognizing a beginning, middle and end of a story. Develop left to right progression.

MATERIALS: Comic strips and tag board. Envelopes.

DIRECTIONS: Cut comic strips from magazine or newspaper. Cut them up in frames and glue to tag board. Code each frame on the back to make it self checking. Place in envelope.

PROCEDURE: Read the parts of the comic strip and put them in proper order. After completed check on the back for correct sequence.

IMC NO__________

Submitted by LaVerne Ostermeyer

LC-109

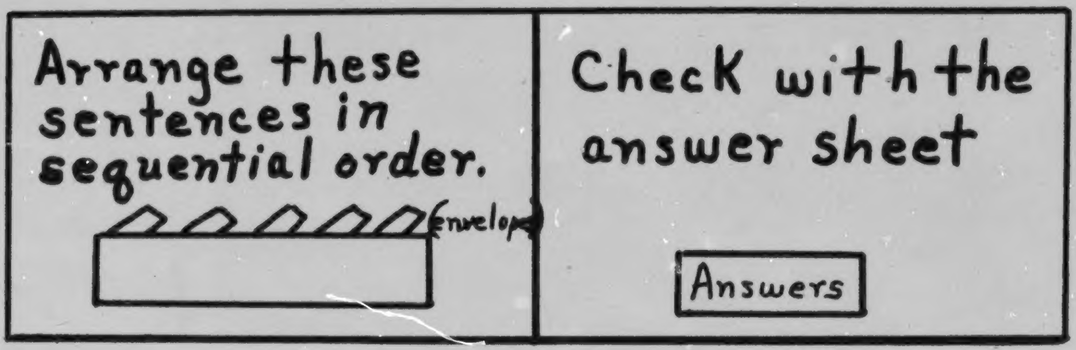
LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Sentence Puzzles

INSTRUCTIONAL LEVEL: 2 - 6

OBJECTIVE: To give the child practice in sentence sequencing.

MATERIALS: Strips of tagboard; envelopes.


Arrange these sentences in sequential order.
envelopes
Check with the answer sheet
Answers

DIRECTIONS: Write sentences, each containing several phrases, on strips of tagboard. Cut each sentence into its phrase parts. Put the phrases for each complete sentence into a small envelope, and put all the small envelopes into a larger envelope. Vary the vocabulary and difficulty of sentence structure to fit the needs of the student.

Examples:

The first pig | built a house | of straw.

Mary went | to the store | for Mother.

PROCEDURE: The child takes one of the envelopes and arranges the phrase cards to make a complete sentence. Then he will open the next envelope and do the same thing. He then takes the answer card which is in another envelope and checks his work.

VARIATION: The task can be made more difficult by using sentences to be arranged into paragraph order.

IMC NO LC-110

Submitted by Rena Di Girolamo

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Guessing Newspaper Headlines

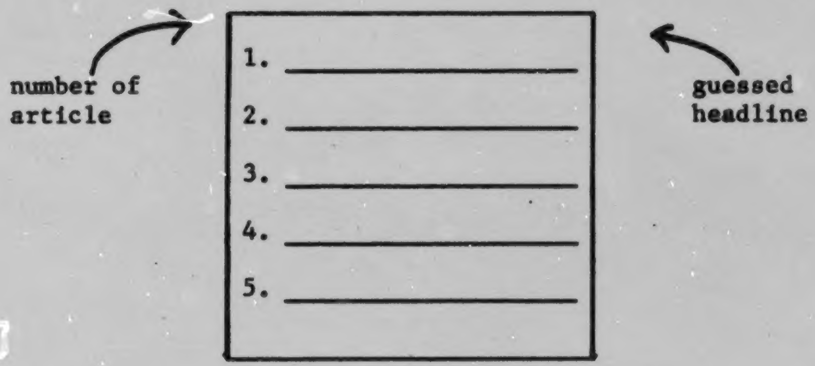
INSTRUCTIONAL LEVEL: 3 - 6

OBJECTIVE: To teach reading for the main idea.

MATERIALS: Newspapers and heavy paper for mounting newspaper articles.

DIRECTIONS: Cut out newspaper articles. Cut off the headlines. Mount the article on a piece of heavy paper. Do the same with the headline. To make the activity self-checking number-code the headline corresponding to a number placed on the back of the article card.

PROCEDURE: Have the child read the article and then write what they believe the headline of the article to be. This should be kept on a worksheet.



They should be able to check themselves by finding the corresponding headline by number.

IMC NO LC-111

Submitted by Marilynn Stannard

LC-111

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Sequences in Stories

INSTRUCTIONAL LEVEL: K - 3

OBJECTIVE: Placing a series of pictured events in sequence to tell a story; developing logical thinking; strengthening left to right progression.

MATERIALS:

Tag Board
Stapler
Big Envelope
Library Pocket
Yarn
Small laminated pictures

DIRECTIONS: Cut a rectangle of tag board about 18" by 6"; turn up a ½" strip along the bottom to make a pocket chart; staple.

Tie three pieces of yarn to top center of your pocket chart. Paste library pocket to back of pocket chart to hold pictures between use.

PROCEDURE: The child looks through the pictures in envelope. He picks three, decides what happened in the story, and places the pictures in sequence in the pocket chart. The child may tell the story he sees to the teacher.

VARIATIONS: Use more than three pictures for each sequence.

MATERIALS IN IMC:

Tag board
Yarn
Laminating Materials
Sequential Story Pictures from workbooks, e.g.
Try Tasks II

IMC NO LC-112

Submitted by Lucretia Anne Portman

NAME OF ACTIVITY: Classifying Literature Using the Table of Contents

INSTRUCTIONAL LEVEL: 2 - 6

NUMBER OF PLAYERS: 1 or group

OBJECTIVE: To use the table of contents and to classify types of stories.

PROCEDURE: After you have finished your book, turn back to the table of contents and list the story titles in the right column. Give the page number that the story begins on.

Funny	Sad	Real	Fiction

IMC NO__________

Submitted by Jeri Kinion

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Tell A Story

INSTRUCTIONAL LEVEL: K - 6

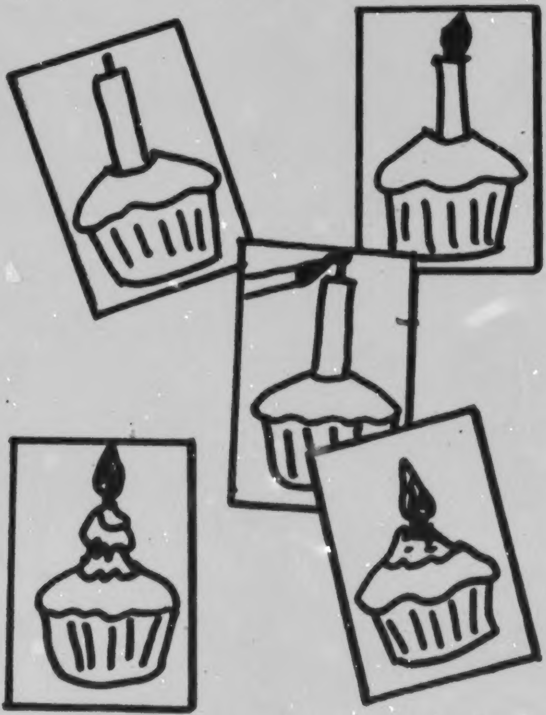
NUMBER OF PLAYERS: Individual or small groups

OBJECTIVE: To teach sequence skill

MATERIALS: Set of cards with pictures of a sequence of events. Examples of subjects for stories are: the life of an ice cube, a candle burning down, a tree growing, the digging of a hole.

PROCEDURE:

1. Present the pictures to the child in random order. The child arranges the pictures in logical order, placing them in left to right progression.
2. The child then tells the picture story orally in complete sentences.
3. The sets of cards may be numbered on the back so a child can check his own work.



VARIATIONS: To use this activity with older children, have the children do the pictures and write the story. Then their classmates can arrange the pictures in sequence.

IMC NO LC-114

Submitted by Vicki Noble

LEARNING CENTER ACTIVITY
(Comprehension Skill)

NAME OF ACTIVITY: Cartoon Cut-Ups

INSTRUCTIONAL LEVEL: 2 - 8

OBJECTIVE: Given four to ten pictures from a cartoon (ex. Peanuts) which are separated, the learner will be able to put them in sequential order.

MATERIALS:
Letter envelopes
Small box for envelopes
Comic section from newspaper

DIRECTIONS: Cut up the pictures of a cartoon containing at least four and no more than 10 pictures. Number them on the back in correct sequence. Place in envelope and label the envelope with the title of the cartoon.

PROCEDURE: Student attempts to place the cartoon in correct sequence. Student checks when finished by turning over cartoon and observing the numbers of the correct sequence.

IMC NO____________

Submitted by William Kucher

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Comic Strip Sequence

INSTRUCTIONAL LEVEL: 2 - 5

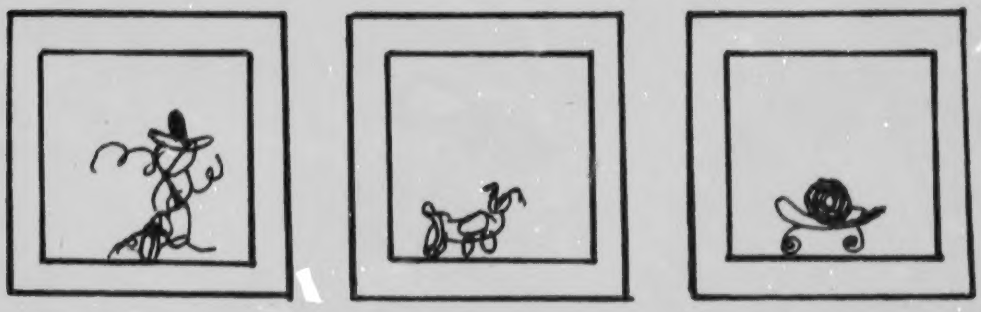
NUMBER OF PLAYERS: 1 - 2

OBJECTIVE: Given a comic strip cut up in parts, the child will be able to arrange the parts in the correct sequence so that the story makes sense.

MATERIALS: Use old newspapers and use your judgement in the search for a comic strip that presents a logical sequence. Hi and Lois in the Chronicle is good for second grade. Sesame Street was good also.

DIRECTIONS: Cut the comic strip up in parts and mount on tagboard or poster boards. Put the number of its place in the strip on the back so it is self-checking.

PROCEDURE: Look at the set of cards in front of you. Arrange them so they tell a story that makes sense from the beginning to the end. Then check by turning the cards over.



IMC NO__________

Submitted by Cindy Sheldon

NAME OF ACTIVITY: Dinosaur Eaters

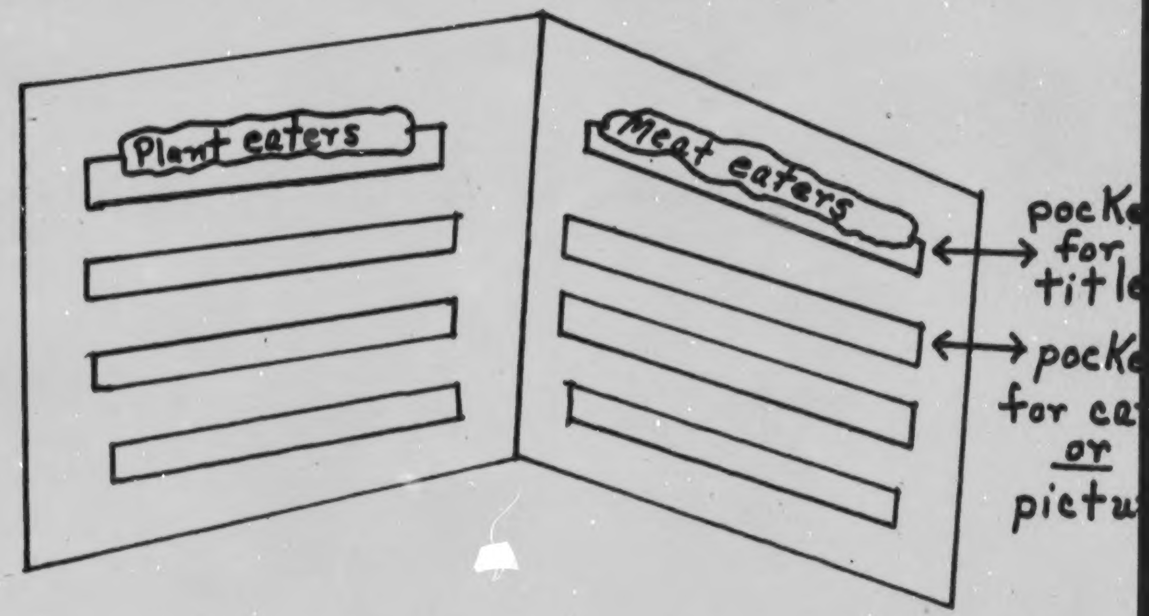
INSTRUCTIONAL LEVEL: 1 - 6

NUMBER OF PLAYERS:

OBJECTIVE: To be able to classify dinosaurs by things they ate. To recall information learned in learning center.

MATERIALS: Oaktag, pictures of dinosaurs, cards with dinosaur names on them, heavy cardboard, tape-contact paper (or anything else you would like to cover cardboard), large envelope (for cards and pictures).

DIRECTIONS: Cover heavy cardboard. Tape on oaktag strips as pockets on both pieces of cardboard. Label each side. Place names of dinosaurs on 2" x 3" strips of tagboard (and/or pictures of dinosaurs). Put name strips in a large envelope and staple to pocket chart.



PROCEDURE: Children place names of, or pictures of, dinosaurs on appropriate side pockets of pocket chart.

VARIATIONS:
1. Where dinosaurs lived.
2. Early vs. late dinosaurs.

IMC NO LC-117

Submitted by Anne Collier

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Trip To The Moon

INSTRUCTIONAL LEVEL: 1 - 6

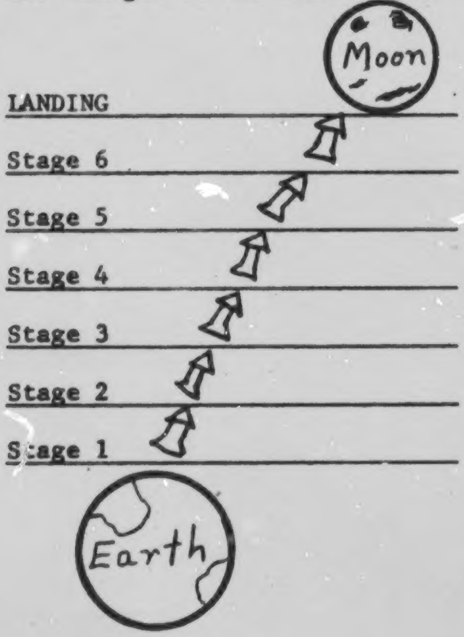
OBJECTIVE: To encourage reading comprehension and writing simple book reports.

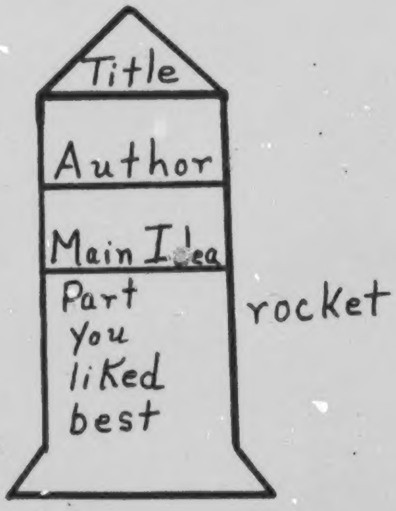
MATERIALS: Tagboard or large sheet of paper, and rockets made of same material.

PROCEDURE: Draw a picture of the earth and the moon and divide the distance between into equal parts (stages). Cut rockets to fit into the stages. When children read a book, they are given a rocket and fill in information as follows:

Title of Book
Author
Main Idea
Part you liked best

The number of stages and players can vary. Children see who can get to the moon first.


Moon
LANDING
Stage 6
Stage 5
Stage 4
Stage 3
Stage 2
Stage 1
Earth


Title
Author
Main Idea
Part you liked best
rocket

IMC NO LC-118

Submitted by O. Mack

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Sports Immortals

INSTRUCTIONAL LEVEL: 4 - 6

OBJECTIVE: To inspire interest in and motivation for reading.

When given an article to read, the child is able to demonstrate comprehension by retelling the article to another student or group of students.

MATERIALS: A collection of articles about past and present sports figures from the newspaper sports sections or sports magazines can be titled "Sports Immortals." Plastic sleeves, construction paper. (Be sure to include articles about women athletes.)

DIRECTIONS: Dry-mount the articles on construction paper and place each article into a plastic sleeve.

PROCEDURE: Two children each read a different article and then retell the story one to another. To check up on each other, the listening student may look at the article to skim and check.

VARIATION: These articles are excellent for writing exercises such as: main idea, descriptions, characterizations, outlining.

IMC NO__________

Submitted by Anne Bagby

LC-119

LEARNING CENTER ACTIVITY
(Creative Activity)

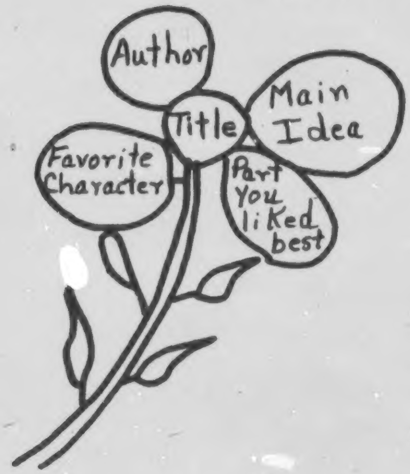
NAME OF ACTIVITY: Book Garden

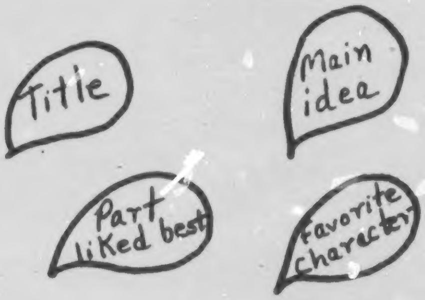
INSTRUCTIONAL LEVEL: 3 - 6

OBJECTIVE: To encourage reading comprehension and writing simple book reports.

MATERIAL: Tagboard; magic markers; and petals and centers to fit flowers on tagboard.

PROCEDURE: Draw large flowers on tagboard. In center write title of book. On petals write author, main idea, favorite character, and part you liked best. When a child finishes reading a book, he is given a center and four petals. When he fills in the information, he can paste the parts on the tagboard flower and fill the garden as he reads more books.


Author
Main Idea
Title
Favorite Character
Part you liked best


Title
Main idea
Part liked best
Favorite character

IMC NO LC-120

Submitted by O. Mack

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY:	Getting the Main Idea
INSTRUCTIONAL LEVEL:	1 - 6
OBJECTIVE:	When given a paragraph to read on an appropriate level, the child is able to select the main idea.
MATERIALS:	Specific Skills Series - "Getting the Main Idea." These come in levels A - F. Plastic sleeves.
DIRECTIONS:	Cut up the booklet and insert one lesson per plastic sleeve. For durability, slip a piece of construction paper between the two pages of the exercises.
PROCEDURE:	The child takes a skill sheet and reads the paragraph. Then he turns it over and chooses the best answer from the main ideas listed. He records his choices on a long ½ sheet of paper. The activity should have a number that will direct him to the answer key for self-correction.

IMC NO__________

Submitted by Anne Bagby

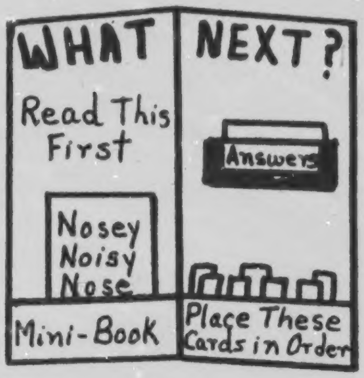
LC-121

NAME OF ACTIVITY: What Next?

INSTRUCTIONAL LEVEL: 1 - 8

OBJECTIVE: When a child has read a story and is then presented with a random list of events, he will be able to arrange the events in the order in which they happened in the story.

MATERIALS: Two 9 x 12 pieces of tagboard. Two 3 x 9 strips of tagboard. One 2 x 6 strip of tagboard. Tape. 3 x 5 file cards. Mini-books.



DIRECTIONS: Tape the 3 x 9 strips to the ends of the 9 x 12 pieces. Tape the 2 x 6 strip to the center of one of the 9 x 12 pieces. Tape the two 9 x 12 pieces together along the 12 inch sides to make a folder. Write each event on the file cards and place in a bottom pocket. Write the correct sequence on an answer card and place in the 2 x 6 pocket. Place mini-book in remaining pocket.

PROCEDURE: Student reads mini-book; then arranges the event cards in the order in which he recalls them happening in the story. He then checks his arrangement with that on the answer card.

NOTE: Old basal readers or discarded literature books can be used to make the mini-books.

IMC NO LC-122

Submitted by Stanley W. Leavell

LEARNING CENTER ACTIVITY
(Literal Comprehension)

NAME OF ACTIVITY: Questions and Answers

INSTRUCTIONAL LEVEL: 1 - 6

OBJECTIVE: To test literal comprehension of a story.

MATERIALS: Index cards (2 sets)

DIRECTIONS: Two sets of cards are used. One set has questions which pertain to the reading assignment, social studies, or science. The second set of cards gives the answers to the questions. Two or four children can play the game.

PROCEDURE: After reading a story, each student is given one of the sets of cards. The student who has the question cards ask the questions to the student with the answer cards.

EXAMPLE:

Set 1	Set 2
Who is the main character in the story?	Answers to Set 2 would vary according to the story.
Where did the story take place?	
When did the story take place?	

IMC NO__________

Submitted by Faye Ann Willett

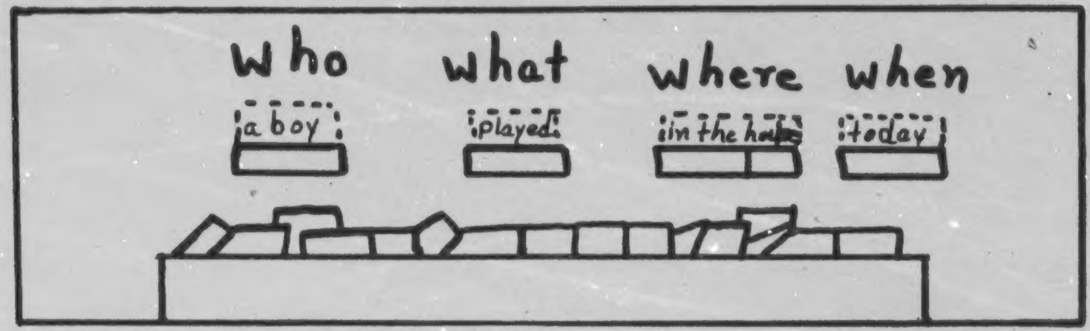
LEARNING CENTER ACTIVITY
(Literal Comprehension)

NAME OF ACTIVITY: Making Sentences

INSTRUCTIONAL LEVEL: 1 - 6

OBJECTIVE: Understanding sentences, checking word comprehension classification.

MATERIALS: A large chart; word and phrase cards; 4 pieces of tagboard; 1 long piece of tagobard.



DIRECTIONS: A chart should be made as shown above with the words who, what, where, and when. Four pieces of tagboard 4" x 10" should be stapled on to form pockets. A long bottom pocket should be fastened on the bottom to hold word and phrase cards.

PROCEDURE: The children place an appropriate card in each of the four pockets until a complete sentence has been formed. The children keep a record of the sentences.

VARIATION: The children make their own word and phrase cards.

IMC NO LC-124

Submitted by Jeri Kinion

LC-124

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: SE-QUENCE-ME

INSTRUCTIONAL LEVEL: 2 - 6

OBJECTIVE: Paragraph Sequencing

DIRECTIONS: A story is cut into paragraphs. The paragraphs are pasted on cardboard and coded so that the children may correct their work with a key. The children are to read the paragraphs and place them in proper sequence.

This may be an individual, independent activity.

IMC NO LC-125

Submitted by Faye Ann Willett

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Hidden Sentences

INSTRUCTIONAL LEVEL: 1 - 6

OBJECTIVE: The child will be able to arrange a group of words to make a complete sentence and draw a picture to illustrate the sentence.

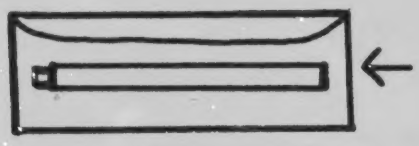
MATERIALS: Sentence strips; felt pen; paper with lines on the bottom to write sentence on and space above for picture. Small envelopes.

DIRECTIONS: Write a sentence on a sentence strip, cut between each word. Put the words in a small envelope.

PROCEDURE: The child takes an envelope and a piece of paper. He arranges the words to make a complete sentence. Then he writes the sentence he has made on the paper and draws a picture to illustrate the sentence.

This activity may be made self-checking by writing the sentence on a strip of tagboard and slipping it into a slot on the outside of the envelope.

VARIATION: The sentences can be longer to accommodate reading levels.



Slot fastened to envelope with scotch tape.

IMC NO LC-126

Submitted by Mary Davis

LEARNING CENTER ACTIVITY
(Word Recognition Skill)

NAME OF ACTIVITY: Compound Word Riddle Match

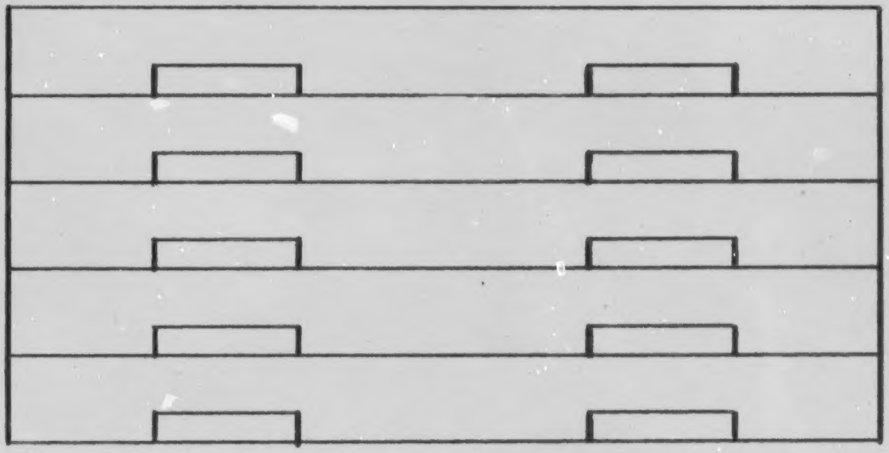
INSTRUCTIONAL LEVEL: Primary

OBJECTIVE: Read riddles and match with a compound word answer.

MATERIALS: 3 x 5 cards on which riddles are written. Cards are in a box marked, "Riddles."

A set of 3 x 5 cards with the compound word answers. These are in a separate box marked, "Answers."

Pocket Chart.



DIRECTIONS: Match riddles and answers. Place riddles on left; answers next to it. Checking is done by finding answer on back of riddle. Answer is under a flap that lifts.

VARIATION: Vary by changing riddles and answers.

EXAMPLES:
It is a rag to dust. What is it? (Dustrag)
It is a spray to hold hair down. (Hairspray)
It is a field where men battle. (Battlefield)
They are many thin stripes. (Pinstripes)
It is a marker to keep your page in a book. (Bookmark)

IMC NO LC-127

Submitted by J. Shriver

LEARNING CENTER ACTIVITY
(Comprehension Skills)

NAME OF ACTIVITY: Classifying

INSTRUCTIONAL LEVEL: 1 - 4

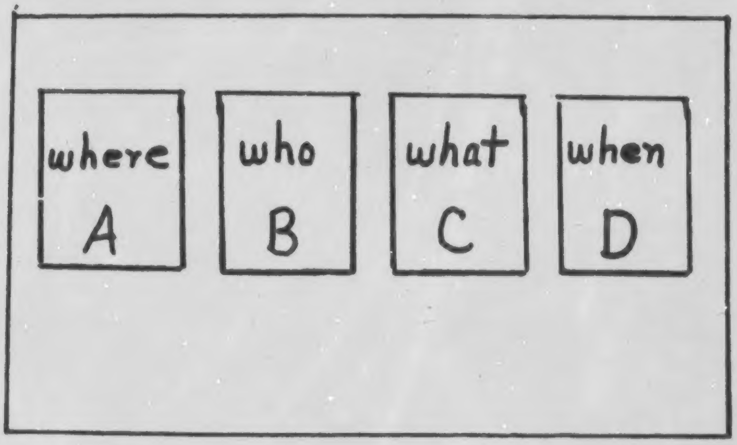
NUMBER OF PLAYERS: 1 - 2

OBJECTIVE: To classify phrases into where, who, when, and what categories. To build literal comprehension skill.

MATERIALS: Tag board, felt pens, 3 x 5 cards.

DIRECTIONS: Make folders, attach to tagboard and letter A,B,C,D. Write titles - where, who, what, why - on pockets. On 3 x 5 cards type phrases for the where, who, what, when pockets. Letter code back of cards to correspond to pocket letters.

PROCEDURE: Mix the cards. Look at each card and decide if it tells where, who, what or when. Place the card in the pocket you think it belongs. When the child has finished, have them check the answers by matching the letter codes.



IMC NO LC-128

Submitted by Marilynn Stannard

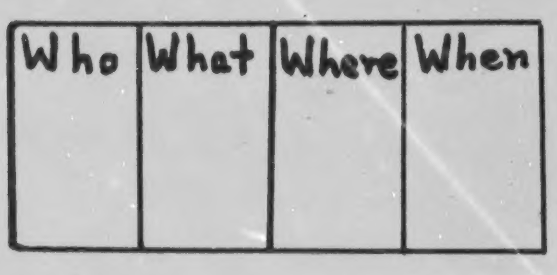
LEARNING CENTER ACTIVITY
(Comprehension Skill)

NAME OF ACTIVITY: Who, What, Where and When Game

INSTRUCTIONAL LEVEL: 1 - 8

OBJECTIVE: Children learn to categorize various phrases according to the headings who, what, where, and when.

MATERIALS: Large colored oaktag, (25" x 18") markers, phrase cards (1½" x 4½"), 1 brown medium sized envelope, 1 index card.



← In a bright color

DIRECTIONS: Place the 4 categories on the oaktag sheet giving each category enough space. On the phrase cards write such phrases as: every Sunday, the little boy, a drum, in the park, etc. Keep the answers on an index card in the envelope.

PROCEDURE: Children read the phrases and then place them under the appropriate headings. When they are finished, they look at the answers on the index card and correct themselves.

VARIATIONS: The phrases can be made more or less difficult depending on the level. The same idea can be used to categorize other topics.

IMC NO LC-129

Submitted by Carol DiRaimondo

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Story Sequencing

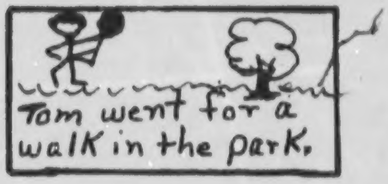
INSTRUCTIONAL LEVEL: 1 - 6

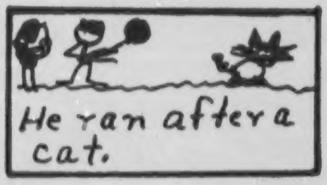
NUMBER OF PLAYERS: 1 - 6

OBJECTIVE: Given cards containing the parts of a story, the child arranges the story in the correct sequence.

MATERIALS:
Manila envelopes
3 x 5 cards
Pictures and stories to be cut apart
Glue, scissors, felt pen

DIRECTIONS: The difficulty of the stories will depend upon the level of your class. Cut the stories into sentences or short paragraphs. Glue the parts to 3 x 5 cards. Place the cards into manila envelopes.


Tom went for a walk in the park.


He ran after a cat.

PROCEDURE: The child takes the cards from the envelope, reads the story parts, then arranges the pieces into the correct sequence. He then checks himself by turning the cards over to see if the numbers on the back are in the correct order.

VARIATIONS:

1. Use the words of a single sentence. The child arranges the words into the proper order.

2. Use pictures only. The child arranges the pictures, then writes a story to fit the sequence of the pictures.

IMC NO LC-130

Submitted by Jo Ellen Moore

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Sequencing and Creative Writing Practice

INSTRUCTIONAL LEVEL: 1 - 6

NUMBER OF PLAYERS: 1 - 6

OBJECTIVE: To reinforce skills in sequencing and creative writing.

MATERIALS: Comic strips.

DIRECTIONS: Cut apart comic strips and cut off the sentence strip below or block off the words on the picture.

PROCEDURE: Have the child put the comic strip back in its correct order of events. And then have them write their own story to go with the pictures. The correct order can be numbered on the back of the frames for self checking.

IMC NO__________

Submitted by Marilynn Stannard

LEARNING CENTER ACTIVITIES
FOR THE
DEVELOPMENT OF DICTIONARY, REFERENCE AND STUDY SKILLS

LEARNING CENTER ACTIVITY
(Study Skill)

NAME OF ACTIVITY: Where would you find it?

INSTRUCTIONAL LEVEL: Adaptable for any grade level

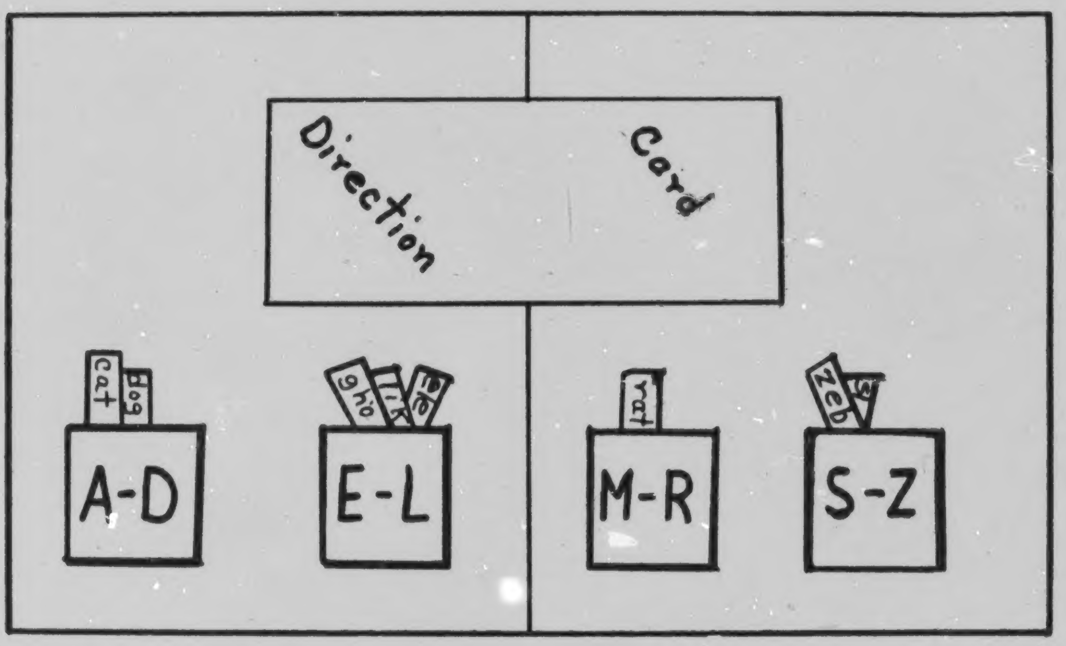
OBJECTIVE: To develop skill in locating words in a dictionary.

MATERIALS: Poster board or a file folder with library pockets
Word cards; 3 x 5 or smaller

PROCEDURE: To be typed on a "direction card" in the folder:

"To which quarter of the dictionary will you turn to find each of these words? Place them in the proper pocket."

Use any words that the class has been using. Color code the back of the word cards so the game will be self-correcting.



IMC NO LC-132

Submitted by Mary Carolyn Palmer

LEARNING CENTER ACTIVITY
(Study Skill)

NAME OF ACTIVITY: Dictionary Skill - Using Guide Words

INSTRUCTIONAL LEVEL: 4 - 6

OBJECTIVE: When given a pair of guide words, a student can identify other words that would be found on that page in a dictionary.

MATERIALS: Two pieces of chipboard, 9" x 12", 24" of plastic binding tape, 50 pieces of tag board 2" x 3", 7 pieces of tag board 1" x 3½", two medium-sized manila envelopes, decorative contact paper, several small letter envelopes.

DIRECTIONS: Fasten chipboard together with plastic tape. Cover with decorative contact paper. On outside of book-like cover, mount short lesson on using guide words. On the inside front cover, in the left and right hand corners, mount pieces of tag, 1" x 4". In the middle of this page mount five more strips of 1" x 4" tag, one below the other. On the inside back cover, mount one of the manila envelopes. Mount the other envelope on the back of the activity.

On 30 of the 2" x 3" tag strips, write entry words commonly found in a dictionary of appropriate level. On twenty of the cards write guide words. (To be used in pairs.)

PROCEDURE: The student reads the short lesson on the front of the activity and opens the activity to the inside cover. There he will find two guide words in the upper left and right hand corners. His task is to find five words from the entry word cards that would come on a dictionary page with such guide words. The entry word cards are found in the envelope on the inside back cover. He places the correct entry words in the pockets beneath the guide words. Other sets of guide words are located in small letter envelopes inside activity. The student should complete at least three sets of guide and entry words. He can check his answers with a key located in the envelope on the back of the activity.

VARIATIONS: An additional task for this activity might be that the entry word slots are filled by the teacher, and the student must name the guide words for that page.

IMC NO LC-133

Submitted by Rodger Smith

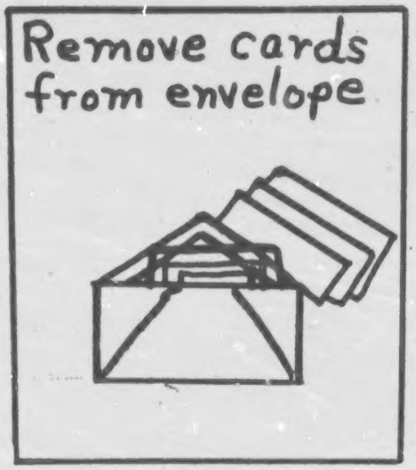
LEARNING CENTER ACTIVITY
(Study Skill)

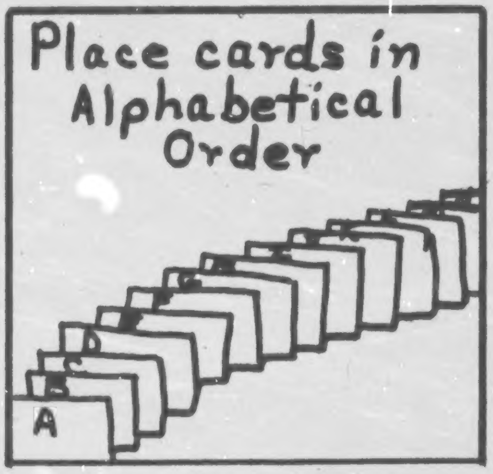
NAME OF ACTIVITY: Alpha-Order

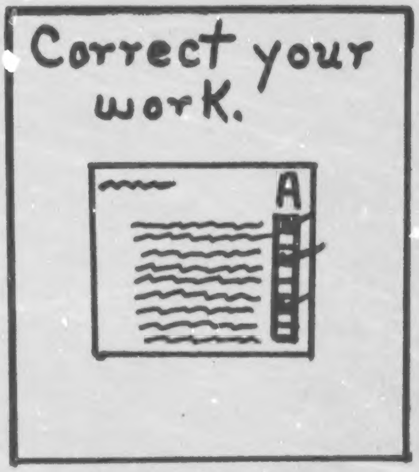
INSTRUCTIONAL LEVEL: 3 - 8

OBJECTIVE: To teach alphabetical order.

MATERIALS: 3 x 5 inch cards, envelopes.


Remove cards from envelope


Place cards in Alphabetical Order
A


Correct your work.
A

DIRECTIONS: Prepare a group of envelopes, each of which contains fifteen 3 x 5 inch word cards to be arranged in alphabetical order. Sets may be made increasingly difficult to arrange. Put correct sequence on a sheet of paper inside envelope to make game self-checking.

PROCEDURE: The child opens the envelope, removes cards, and places them in correct alphabetical order. He then corrects his work.

IMC NO LC-134

Submitted by Rena Di Girolamo

LC-134

LEARNING CENTER ACTIVITY
(Study Skill)

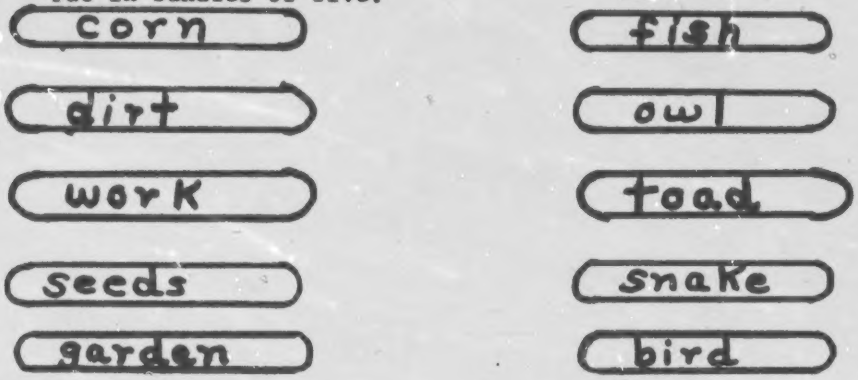
NAME OF ACTIVITY: Alpha-Strip

INSTRUCTIONAL LEVEL: 1 - 8

OBJECTIVE: To provide practice in alphabetical arrangements of words.

MATERIALS:
Tongue depressors (5 to a bundle)
Rubber bands
Colored felt pens

DIRECTIONS: Have simple words printed with colored felt pen on sticks. Put in bundles of five.



PROCEDURE: Child arranges a packet of word strips alphabetically; then checks the answer key to see if he is correct.

VARIATIONS: May be used as a game with player who first arranges words correctly the winner.
The activity can be made more difficult by words that require the student to alphabetize to the 2nd, 3rd and 4th letters.

IMC NO____________

Submitted by Dorothea Nguyen

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Story Sequencing

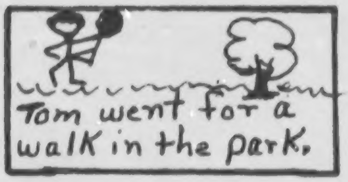
INSTRUCTIONAL LEVEL: 1 - 6

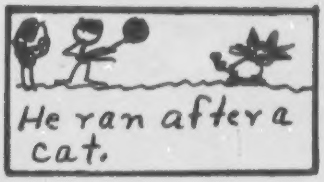
NUMBER OF PLAYERS: 1 - 6

OBJECTIVE: Given cards containing the parts of a story, the child arranges the story in the correct sequence.

MATERIALS:
Manila envelopes
3 x 5 cards
Pictures and stories to be cut apart
Glue, scissors, felt pen

DIRECTIONS: The difficulty of the stories will depend upon the level of your class. Cut the stories into sentences or short paragraphs. Glue the parts to 3 x 5 cards. Place the cards into manila envelopes.


Tom went for a walk in the park.


He ran after a cat.

PROCEDURE: The child takes the cards from the envelope, reads the story parts, then arranges the pieces into the correct sequence. He then checks himself by turning the cards over to see if the numbers on the back are in the correct order.

VARIATIONS:

1. Use the words of a single sentence. The child arranges the words into the proper order.

2. Use pictures only. The child arranges the pictures, then writes a story to fit the sequence of the pictures.

IMC NO LC-130

Submitted by Jo Ellen Moore

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Sequencing and Creative Writing Practice

INSTRUCTIONAL LEVEL: 1 - 6

NUMBER OF PLAYERS: 1 - 6

OBJECTIVE: To reinforce skills in sequencing and creative writing.

MATERIALS: Comic strips.

DIRECTIONS: Cut apart comic strips and cut off the sentence strip below or block off the words on the picture.

PROCEDURE: Have the child put the comic strip back in its correct order of events. And then have them write their own story to go with the pictures. The correct order can be numbered on the back of the frames for self checking.

IMC NO__________

Submitted by Marilynn Stannard

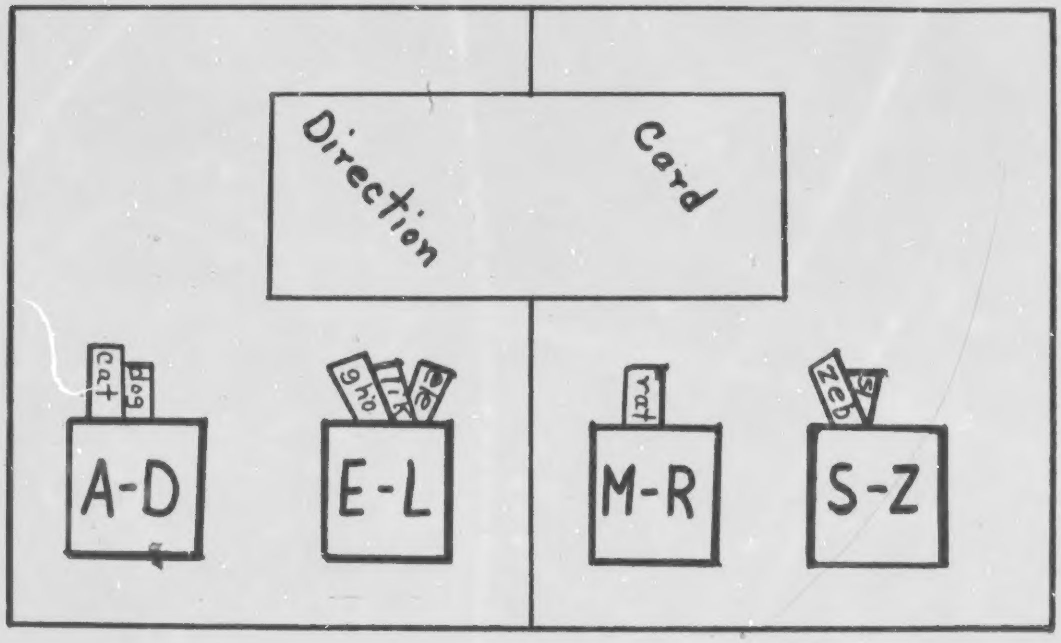
LEARNING CENTER ACTIVITIES
FOR THE
DEVELOPMENT OF DICTIONARY, REFERENCE AND STUDY SKILLS

LEARNING CENTER ACTIVITY
(Study Skill)

NAME OF ACTIVITY:	Where would you find it?
INSTRUCTIONAL LEVEL:	Adaptable for any grade level
OBJECTIVE:	To develop skill in locating words in a dictionary.
MATERIALS:	Poster board or a file folder with library pockets Word cards; 3 x 5 or smaller
PROCEDURE:	To be typed on a "direction card" in the folder:

"To which quarter of the dictionary will you turn to find each of these words? Place them in the proper pocket."

Use any words that the class has been using. Color code the back of the word cards so the game will be self-correcting.



IMC NO LC-132

Submitted by Mary Carolyn Palmer

LC-132

LEARNING CENTER ACTIVITY
(Study Skill)

NAME OF ACTIVITY: Dictionary Skill - Using Guide Words

INSTRUCTIONAL LEVEL: 4 - 6

OBJECTIVE: When given a pair of guide words, a student can identify other words that would be found on that page in a dictionary.

MATERIALS: Two pieces of chipboard, 9" x 12", 24" of plastic binding tape, 50 pieces of tag board 2" x 3", 7 pieces of tag board 1" x 3½", two medium-sized manila envelopes, decorative contact paper, several small letter envelopes.

DIRECTIONS: Fasten chipboard together with plastic tape. Cover with decorative contact paper. On outside of book-like cover, mount short lesson on using guide words. On the inside front cover, in the left and right hand corners, mount pieces of tag, 1" x 4". In the middle of this page mount five more strips of 1" x 4" tag, one below the other. On the inside back cover, mount one of the manila envelopes. Mount the other envelope on the back of the activity.

On 30 of the 2" x 3" tag strips, write entry words commonly found in a dictionary of appropriate level. On twenty of the cards write guide words. (To be used in pairs.)

PROCEDURE: The student reads the short lesson on the front of the activity and opens the activity to the inside cover. There he will find two guide words in the upper left and right hand corners. His task is to find five words from the entry word cards that would come on a dictionary page with such guide words. The entry word cards are found in the envelope on the inside back cover. He places the correct entry words in the pockets beneath the guide words. Other sets of guide words are located in small letter envelopes inside activity. The student should complete at least three sets of guide and entry words. He can check his answers with a key located in the envelope on the back of the activity.

VARIATIONS: An additional task for this activity might be that the entry word slots are filled by the teacher, and the student must name the guide words for that page.

IMC NO LC-133

Submitted by Rodger Smith

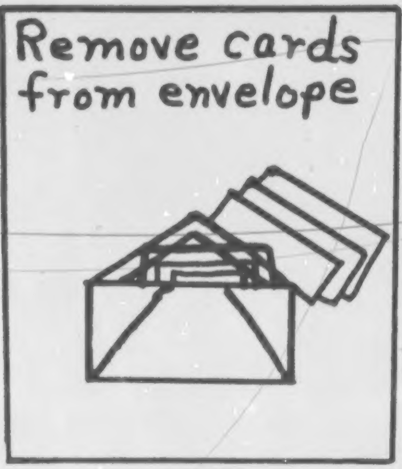
LEARNING CENTER ACTIVITY
(Study Skill)

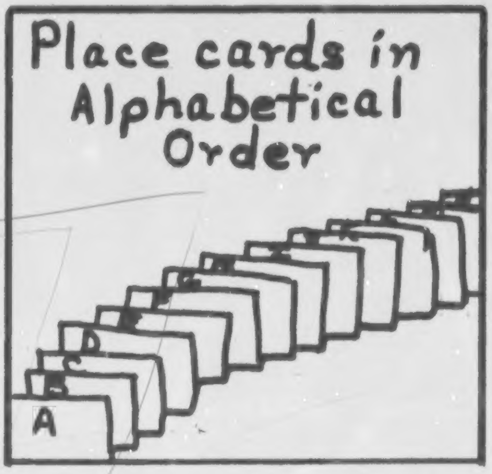
NAME OF ACTIVITY: Alpha-Order

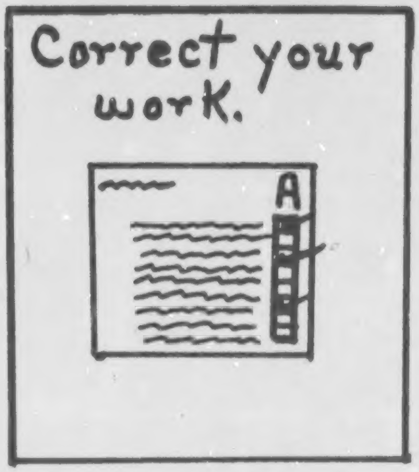
INSTRUCTIONAL LEVEL: 3 - 8

OBJECTIVE: To teach alphabetical order.

MATERIALS: 3 x 5 inch cards, envelopes.


Remove cards from envelope


Place cards in Alphabetical Order
A
B
C
D


Correct your work.
A

DIRECTIONS: Prepare a group of envelopes, each of which contains fifteen 3 x 5 inch word cards to be arranged in alphabetical order. Sets may be made increasingly difficult to arrange. Put correct sequence on a sheet of paper inside envelope to make game self-checking.

PROCEDURE: The child opens the envelope, removes cards, and places them in correct alphabetical order. He then corrects his work.

IMC NO LC-134

Submitted by Rena Di Girolamo

LC-134

LEARNING CENTER ACTIVITY
(Study Skill)

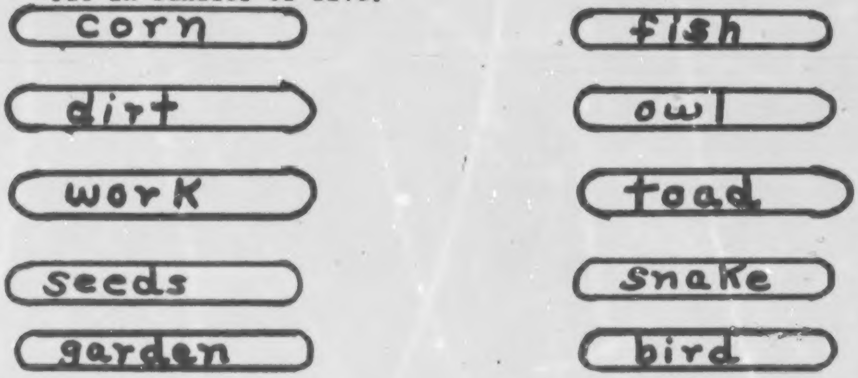
NAME OF ACTIVITY: Alpha-Strip

INSTRUCTIONAL LEVEL: 1 - 8

OBJECTIVE: To provide practice in alphabetical arrangements of words.

MATERIALS: Tongue depressors (5 to a bundle)
Rubber bands
Colored felt pens

DIRECTIONS: Have simple words printed with colored felt pen on sticks. Put in bundles of five.



PROCEDURE: Child arranges a packet of word strips alphabetically; then checks the answer key to see if he is correct.

VARIATIONS: May be used as a game with player who first arranges words correctly the winner.
The activity can be made more difficult by words that require the student to alphabetize to the 2nd, 3rd and 4th letters.

IMC NO____________

Submitted by Dorothea Nguyen

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Dictionary - Research Skill

INSTRUCTIONAL LEVEL: 3 - 6

OBJECTIVE: Decide which words in list best describe the main characters in the story read.

PROCEDURE: Choose 2 - 3 main characters of the story. Divide your paper by folding and write a character's name at the top of each section. Use the dictionary to help you decide which word goes with each character. Some words will not describe any of the characters. Leave them out.

sinister
gracious
gregarious
affable
lurdane
crass
needling
vile
footy
suave
bothersome

IMC NO____________

Submitted by M. A. Marnell

LC-136

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY:	Name-O
INSTRUCTIONAL LEVEL:	1 - 6
NUMBER OF PLAYERS:	1 - 2
OBJECTIVE:	Given a list of words the student is able to alphabetize to the first letter. (varies with grade level)
MATERIALS:	A tag or IBM sort card with each student's name printed upon it.
DIRECTIONS:	With a felt pen print each student's name on a card.
PROCEDURE:	Student takes stack of cards and sorts them into alphabetical order. Checks work by looking at a list at the center.
VARIATIONS:	Use words (other than names) that require student to alphabetize to second, third and fourth letters.

IMC NO____________

Submitted by Steven Robinson

LC-137

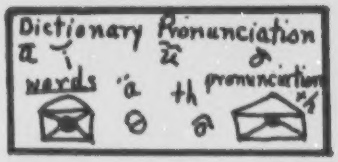
LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Dictionary Pronunciation Matching

INSTRUCTIONAL LEVEL: 1 - 6

OBJECTIVE: When given a group of cards with words written in the dictionary pronunciation, the child is able to match the card with the corresponding card with the correctly spelled word on it.

MATERIALS: 1 dictionary; 2 envelopes; tagboard for center backing.



DIRECTIONS: Write words once on 3 x 5 card as spelled and once on 3 x 5 card as the dictionary pronunciation spells it.

PROCEDURE: The child takes the words out of the envelopes and matches the two sets.

He may use the dictionary to figure out any symbols - i.e.

(Joor' ist)   Jurist

VARIATIONS: This may be varied in difficulty by making different sets of words. Using spelling words is a good way to drill on their pronunciation. A fun use for these cards is for two or more children to play "memory" with them by placing all of them face down and then trying to match them.

IMC NO__________

Submitted by Anne Bagby

LEARNING CENTER ACTIVITY
(Study Skills)

NAME OF ACTIVITY: Puzzle Maps

INSTRUCTIONAL LEVEL: 4 - 8

OBJECTIVE: To review and reinforce map reading skills.

MATERIALS:
Maps cut from discarded geography books
Poster board
Envelopes
Glue
Pencil & paper for children

DIRECTIONS: Mount the maps on poster board and then cut the maps into ten to fifteen small pieces. Place the pieces in an envelope. Write on the outside of the envelope 5 questions pertaining to the map.

PROCEDURE: Assemble the map puzzle and write the answers to the questions you find on the outside of the envelope.

IMC NO LC-139

Submitted by Dorothy Konrad

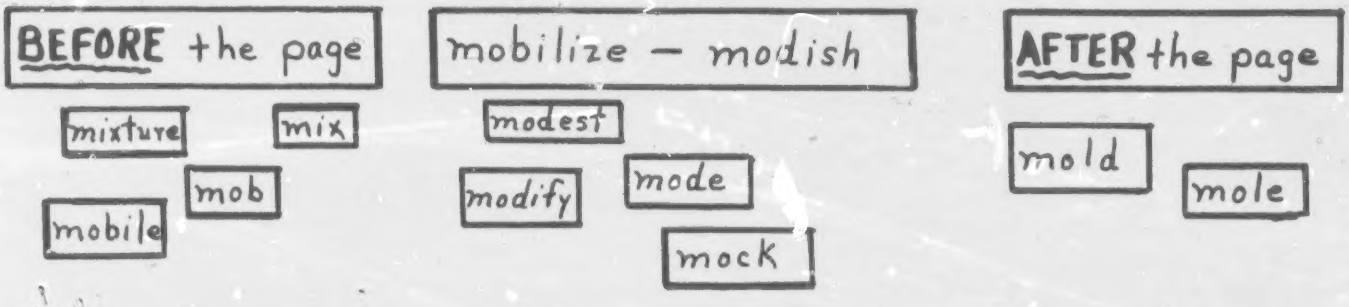
LEARNING CENTER ACTIVITY
(Dictionary Skill)

NAME OF ACTIVITY: Guide Words

INSTRUCTIONAL LEVEL: 1 - 6

OBJECTIVE: When given 2 guide words, the child is able to place words that would be found on that page, before that page or after that page.

MATERIALS: 3 strips of yellow construction paper 1" x 6"; word cards 1" x 2" cut out of construction paper.


BEFORE the page
mobilize – modish
AFTER the page
mixture
mix
modest
mob
mobile
modify
mode
mock
mold
mole

DIRECTIONS: On 3 long strips write: 1. BEFORE the page 2. two guide words 3. AFTER the page.

PROCEDURE: The student should set up the long strips so that it looks like the above illustration, or the teacher can tape them down somehow. Then the student takes the mixed up word cards and places them under the appropriate heading.

A key can be included to make the activity self-checking.

IMC NO__________

Submitted by Anne Bagby

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY: Table of Contents (Study Skill)

INSTRUCTIONAL LEVEL: 1 - 6

NUMBER OF PLAYERS: One

OBJECTIVE: To develop skill in using the table of contents.

MATERIALS:
6 x 9 cards of tag
Table of contents pages from old texts
Clear Contact paper
Felt pens
Plastic markers

DIRECTIONS: Mount a table of contents page on the tag card.

OR

Copy part of the table of contents from a reader or the child's science or social studies text.

Write questions at the bottom of the card. Cover with clear contact paper (or laminate).

PROCEDURE: The child reads the card, then writes the answers to the questions on the card with a plastic marker.

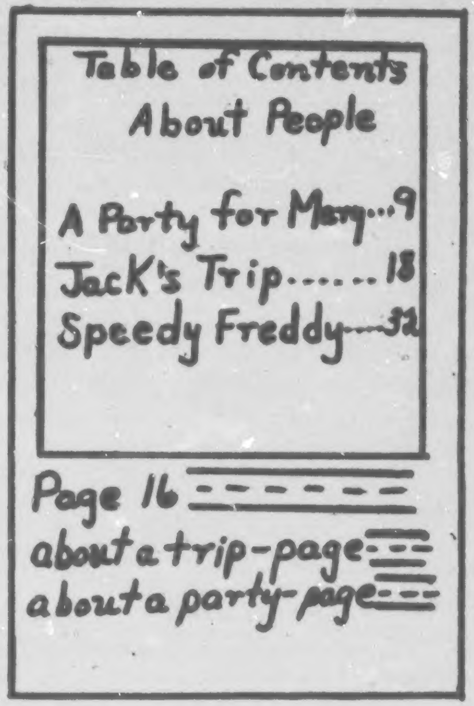


Table of Contents
About People

A Party for Mary...9
Jack's Trip.......18
Speedy Freddy....32

Page 16 ______
about a trip-page ___
about a party-page ___

IMC NO__________

Submitted by Jo Ellen Moore

LEARNING CENTERS
FOR CREATIVE ACTIVITIES

LEARNING CENTER ACTIVITY
(Creative Activity)

NAME OF ACTIVITY: Story Writing

INSTRUCTIONAL LEVEL: 1 - 6

OBJECTIVE: To study a magazine picture on which the teacher has labeled objects, people, etc., with a magic marker, and to write a story using the label words.

MATERIALS: A large decorated box with directions stapled on the outside. Inside the box are a file folder of large, colorful, interesting pictures, labeled as above. Also a container of scissors, container of pencils, and a box or folder of writing paper. Also include construction paper, folders and paste.

DIRECTIONS: Choose a picture. Read the labels. Write a story about your picture. Paste picture on cover of a folder. Paste story inside. Teacher may direct children to hand in story for correction or not.

IMC NO__________

Submitted by J. Shriver

LEARNING CENTER ACTIVITY
(Creative Writing)

NAME OF ACTIVITY: Mailbox

INSTRUCTIONAL LEVEL: 3 - 5

OBJECTIVE: To provide motivation for reading and to encourage good writing habits.

MATERIALS: A "mailbox" made from a container, such as an oatmeal box or a shoe box; a paper and pencil for each player.

PROCEDURE: A "mailbox" made from a shoe box is attractively decorated. Children are encouraged to write short notes to each other and to the teacher, being careful to be sure that the writing is neat and legible and the ideas clearly expressed. These notes are put into the mailbox at a convenient time during the day and are later delivered at a time deemed appropriate by the teacher. A committee might select several of the best letters as recommended by the recipients, to be placed on the bulletin board. Teachers can write notes, too, and thus insure that every child will at some time receive a note.

VARIATION: Children might prepare post cards with appropriate drawings and use these for writing their messages.

IMC NO__________

Submitted by Salvador Horquita

LEARNING CENTER ACTIVITY
(Creative Writing)

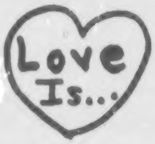
NAME OF ACTIVITY: Shape Books

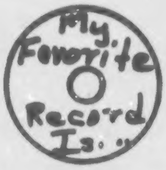
INSTRUCTIONAL LEVEL: 1 - 8

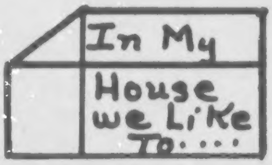
OBJECTIVE: Children write creative stories about the particular shapes. (whatever the theme of the shape book is)

MATERIALS: Colored construction paper of oaktag, markers, lined white paper, loops.

Examples of shape books:







DIRECTIONS: Make the above covers with construction paper of varied colors. Punch a hole at the top and put enough sheets of white paper inside, so that all the children can write inside at some time. Place a loop through to secure.

PROCEDURE: Children are free to write inside when they are at the creative writing center. They can write in only one page per shape book.

VARIATION: All different kinds of shape books can be made. The degree of difficulty depends on the level. Pumpkins, witches, cats, bats can be used for Halloween; turkeys, Indians for Thanksgiving; Sants, Christmas trees can be used for Christmas.

IMC NO____________

Submitted by Carol DiRaimondo

LEARNING CENTER ACTIVITY
(Creative Writing Activity)

NAME OF ACTIVITY: Writing a Story

INSTRUCTIONAL LEVEL: K - 8

OBJECTIVE: To teach sequencing.

MATERIALS: Pictures from magazines, envelopes. For student, paste, pen, and paper.

DIRECTIONS: Cut pictures from magazines and place three or more (depending on children's level of maturity) in each envelope.

PROCEDURE: This is suitable for one student to work on at a time.
In this envelope, there are pictures. Take the pictures out and study them. Choose some of the pictures and arrange them so that they tell a story. Make your story complete in as few sentences as possible. Write your story on a separate sheet of paper.
If you can't think of a story from these pictures, see if you can find other pictures in the magazines in the classroom. Arrange the ones you choose to tell a story. You may paste them on a sheet of paper. Write your own story under the pictures.

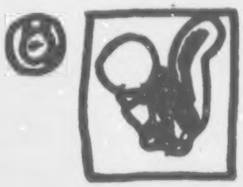
VARIATIONS: Students who lack writing skills may tell their story to an aide, to the teacher, or to a tape recorder.

IMC NO ____________

Submitted by Dorothy Konrad

LEARNING CENTER ACTIVITY

NAME OF ACTIVITY:	Puzzle Time
INSTRUCTIONAL LEVEL:	K - 1
OBJECTIVE:	To teach logical thinking. When confronted with several animal heads, cut out on same size circles. The child can associate the correct head with the correct animal by so placing it.
MATERIALS:	Colorful animal magazine pictures approximately 9" x 12", tagboard, contact paper, pencil, scissors, shallow box.



DIRECTIONS:	Draw a penciled circle around the head of each animal (all the circles the same size). Mount each picture on a piece of tagboard and cover with clear contact paper. Cut out the penciled circles. Place the bodies and circular head pieces in a box (after color coding each head and body with the same color).
PROCEDURE:	The child associates the matching head for each animal and places it in the circular opening on the animal. He checks the back of the picture to see if the color mark of the circle is the same color as that of the rest of the picture. Vary the subjects by using pictures of people of different ages (i.e., grandfather, baby). Vary by making the picture's distinctions more subtle.

IMC NO__________

Submitted by Panoria Foreman

LC-146

GAMES TO USE IN TEACHING WORD RECOGNITION SKILLS

- VISUAL DISCRIMINATION
- AUDITORY DISCRIMINATION
  - CONSONANTS
  - VOWELS
- SIGHT VOCABULARY
- STRUCTURAL ANALYSIS
  - CONTRACTIONS
  - PREFIXES
  - SUFFIXES
  - COMPOUND WORDS
  - SYLLABICATION

NAME OF GAME: What Is Missing?

INSTRUCTIONAL LEVEL: Kindergarten - 1st Grade

NUMBER OF PLAYERS: Class or small group

OBJECTIVE: To develop visual discrimination and memory.

MATERIALS: Several common objects, such as a pencil, small toy car, button, etc.

PROCEDURE: These objects are placed on a table. Children have an opportunity to see them. One child is designated to leave the room. One object is taken from the table. The child returns and determines which object is missing.

VARIATIONS: Colored objects, such as blocks may be used. The child guesses which color has been removed.

IMC NO__________

Submitted by Nina Guiang

NAME OF GAME:	Just Like Me
INSTRUCTIONAL LEVEL:	Kindergarten
NUMBER OF PLAYERS:	One
OBJECTIVE:	To provide practice in visual discrimination.
MATERIALS:	Two sets of cards containing several pairs of cards of like design.
PROCEDURE:	Sort the cards into two bundles with one card of each pair in each bundle. One bundle of cards is spread face up on the table so that each card can be seen. The second bundle of cards is placed in one pile face down on the table. The child turns up one card from this pile at a time and mates it with an up-turned card.
VARIATIONS:	One set of cards could be placed on the chalk rail, the second set passed to a pair of children. They in turn could place their cards by the matching card on the chalk rail.

IMC NO__________

Submitted by Nina Guiang

NAME OF GAME: Supermarket (beginning sounds)

INSTRUCTIONAL LEVEL: K - 1

OBJECTIVE: Developing auditory discrimination of beginning sounds in words and to associate these sounds with symbols.

MATERIALS: Three paper bags with a letter written on outside.
A series of objects whose names begin with the sounds on the bags.
Container for the bags and boxed objects.

DIRECTIONS: Write a beginning sound on front of each paper bag.
Box up quite a few objects which begin with the same sound as that on the bags.

PROCEDURE: The child takes the objects and sorts them into the bags according to their first sound. The teacher might ask, "What sound does this letter stand for? And this one? Show me something you might eat for breakfast. What sound does it begin with? What do you do with it? What is its first sound? Close your eyes. Name as many things as you can that you put in the 'SSS' bag. Good for you, Lisa. Now let's check."

VARIATIONS: Similar games can be made for other beginning sounds where the letter is written on an object such as clothing, birds, buttons, or car engines. The child then matches these with corresponding objects such as clotheslines, nests, shirts, or cars which are identified with the appropriate beginning sounds.

MATERIALS IN IMC: Paper bags

IMC NO__________

Submitted by Lucretia Anne Portman

NAME OF GAME: Individualized Game (Dr. Marie Lindsey)

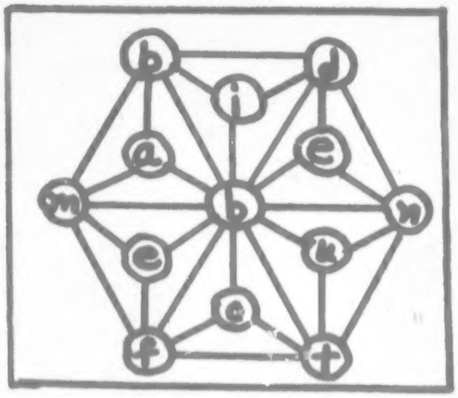
INSTRUCTIONAL LEVEL: 1 - 6

NUMBER OF PLAYERS: 1 - 30 (Depending upon number of sets of cards available.)

OBJECTIVE: To give added practice or competition within small groups in making words within a limited number of given letters.

MATERIALS: 6 sets of 6 chip board or railroad board, 6 x 6 inches.
3 colors of Dennison Pres-a-ply Removable labels (3/4 inches).
Non-smear felt pen. 36 pieces in all.

DIRECTIONS: Cut 6 brightly colored cardboard pieces in 6 x 6 squares. Draw lines with a non-smear felt pen. Apply Dennison Pres-a-ply Removable labels at every intersection, using one color for the outer ring, a second color for the inner ring, and a third color for the center. Print the letters on the labels using lower case forms. On the second through sixth card rotate the letters in the inner ring one turn to the right each time, which provides a different set of letter combinations for each card.



SET I SHORT VOWELS

Outer ring: b, d, n, t, p, m
Inner ring: a, i, e, u, o, e
Center: A different letter from the outer ring on each card.

SET II DOUBLE CONSONANT CARDS

Outer ring: f, l, s, ff, ll, ss
Inner ring: a, i, e, u, o, oe
Center: A different letter from the "short vowel outer ring" on each card.

SET III LONG VOWEL CARDS

Outer ring: B, d, n, t, p, m
Inner ring: a, i, e, w, o, u
Center: e

SET IV K CARDS

Outer ring: n, c, r, l, s, m
Inner ring: a, i, e, u, o, e
Center: K

SET V R CONTROLLER CARDS

Same as short vowel cards, except that r is placed in the center.

SET VI L CONTROLLER CARDS

Same as short vowel cards, except that l is placed in the center

PROCEDURE:	Two children or more select the same set of cards. Each player has one card which he uses to find and write words from the letters connected by lines. Scoring may be checked by the dictionary or by words listed on the back.
VARIATION:	One child may work by himself. A class might work at the same time by using different sets according to their needs.

IMC NO._____ ______

Submitted by Bertha Stephens

NAME OF GAME: Consonant-Go-Round

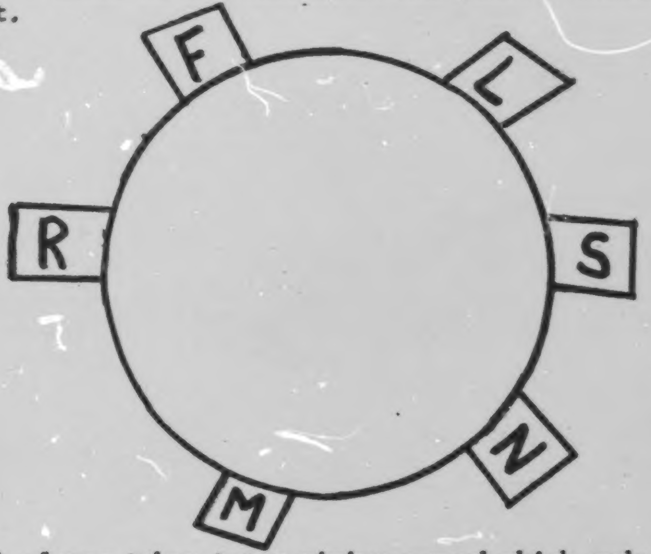
INSTRUCTIONAL LEVEL: 2 - 3

NUMBER OF PLAYERS: 1 - 6

OBJECTIVE: To help students become aware of the sounds of the final consonants.

MATERIALS: Chalkboard, chalk.

DIRECTIONS: Draw a wheel on the chalkboard and place a letter for each seat.



PROCEDURE: Each player takes turns giving a word which ends with a letter specified by the teacher. When a player does so correctly, the seat on the wheel represented by that letter is his. The child who gets the most seats is the winner.

VARIATIONS: Beginning letters and blends may also be used.

IMC NO__________

Submitted by Emma Washington

NAME OF GAME: Footsteps

INSTRUCTIONAL LEVEL: K - 3

NUMBER OF PLAYERS: 2 or 3

OBJECTIVE: To offer practice in associating symbols with the final consonant sound in words.

MATERIALS: Marking pen; oak tag; contact (clear) paper; pattern for foot; scissors.

DIRECTIONS: Write words with various consonant endings on tag. Tag should be cut in footstep shape. Cover with contact paper or laminate.

PROCEDURE: Scatter footsteps around room in a path. Child steps on prints that have predetermined consonant end. Child tries to walk proper path. If he misses, he can go back and wait his next turn.

VARIATIONS:
I. Use words for vowel path.
II. Use words for initial consonant path.
III. Use words for alphabetical order.

NAME OF GAME: Picture It

INSTRUCTIONAL LEVEL: 1 - 3

NUMBER OF PLAYERS: 2 - 4

OBJECTIVE: To help the child to learn and recognize initial consonants.

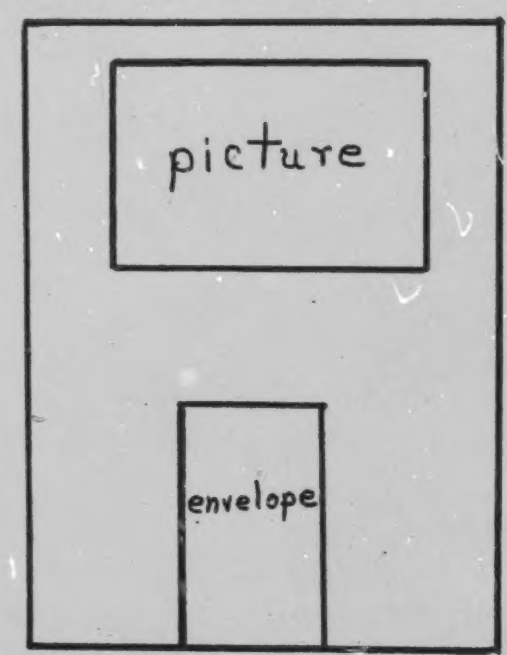
MATERIALS: One large colorful, multi-itemed picture from a workbook or magazine; one piece tagboard 14 x 23 inches; one manila envelope (small); 3 x 5 cards; white glue; masking tape; marking pen.

DIRECTIONS: Glue picture to tagboard and cover with clear contact paper. Attach envelope beneath picture with tape. Write consonants on cards.

PROCEDURE: Place cards face down on the table. The students turn cards up one at a time and read the consonant. If the picture has an item with the consonant, the card can be put in the envelope.

VARIATIONS:

1. Context Clues - Write sentences on cards that are related and unrelated to the picture. The students put the sentences related to the picture in the envelope.
2. Visual Recall - Make simple drawings on cards of items in the picture, also include some drawings of things not in the picture. Child studies the picture for a few minutes. Turns the picture over. Looks at drawings and puts all those he can remember seeing in one pile. Turns picture over to check.



IMC NO__________

Submitted by K. Aguilar

G-8

NAME OF GAME: Turn-Up Letters

INSTRUCTIONAL LEVEL: K - 4

NUMBER OF PLAYERS: 2 - 6

OBJECTIVE: To check auditory perception of consonant sounds at the beginning of words.

MATERIALS: 2 x 3 inch cards with single consonants or consonant blends on them.

PROCEDURE: Place the cards face down on a table in front of the players. Each player in turn picks up a card and shows it to the group. The first child to think of a word beginning with that consonant or blend gets the card. The child with the most cards is the winner.

VARIATION: Cards may be made using long or short vowels.

IMC NO__________

Submitted by Salvador Horquita

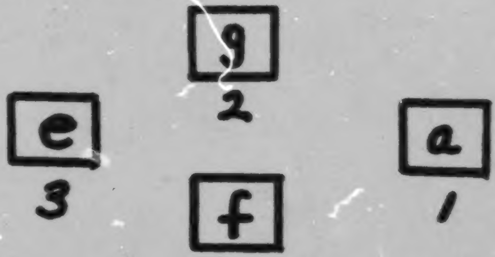
NAME OF GAME: Grand Slam With A Large Group

INSTRUCTIONAL LEVEL: Primary

NUMBER OF PLAYERS: Two teams with 4 to 6 players each.

OBJECTIVE: Check auditory perception of vowel or consonant sounds in words.

MATERIALS: Chalk and chalkboard. Draw a diagram of a baseball diamond Place a letter on each base.



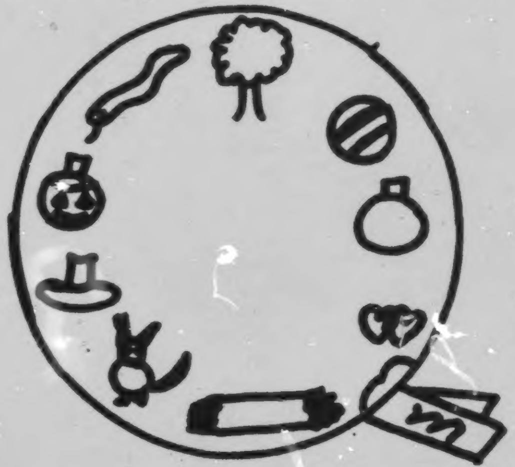
PROCEDURE: Two teams, A and B, with four to six players each. For fun, give the team some fun names. The first batter of Team A starts with the letter in the box on first base. He is asked to give a word ending with this letter. For instance: Leaf for the letter f. If he fails, he is out. When a team has three outs, the other team is at bat. Count the runs on the board.

VARIATIONS: Use vowel sounds; use prefixes and suffixes.

IMC NO__________

Submitted by Regena Lauterbach

NAME OF GAME:	Clothespin Consonants
INSTRUCTIONAL LEVEL:	K - 3
OBJECTIVE:	When given clothespins with different letters printed on them, the child is able to place the appropriate clothespin next to the picture beginning with that consonant sound.
MATERIALS:	5" x 8" manila envelope, 10" circular cardboard, 10" circular colored tagboard, clear contact paper, 10 pictures, 10 clothespins, plastic binding tape 1" wide, glue, colored pens.



DIRECTIONS:	On circle of colored tag, glue pictures around outside edge. Glue tagboard to piece of cardboard. Color code the back of cardboard with different colored circles to correspond with colors on the back of clothespins. Cover with contact paper. Tape envelope on back of cardboard. On clothespins write a letter with marking pen. On the back of clothespins color code with colors to correspond with the colors on the back of the appropriate pictures.
PROCEDURE:	The child takes the clothespins out of the envelope. He pins the appropriate clothespin next to the picture that begins with its sound. Then he turns it over to see if all the colors match to check his work.
VARIATIONS:	The game may be varied by having different objectives. You could use blends, vowel sounds, word endings, etc. You could also use number combinations instead of pictures.

IMC NO__________

Submitted by Mary Davis

G-11

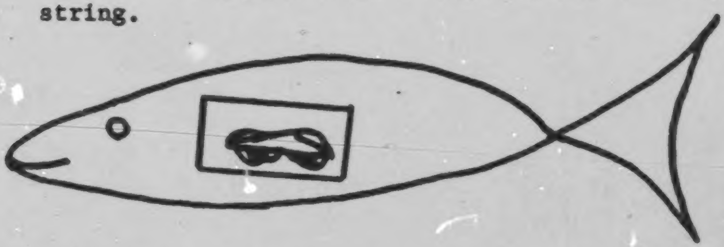
NAME OF GAME: Going Fishing (Word Recognition Skill)

INSTRUCTIONAL LEVEL: K - 2

NUMBER OF PLAYERS: 1 - 4

OBJECTIVE: To provide practice in initial sounds, ending sounds, blends.

MATERIALS: Various colored construction paper fish with picture stapled on it. Small pole with string attached and magnet on end of string.



PROCEDURE: Each child takes a turn at catching a fish with magnet. He then tells aloud what the picture is and what sound it begins or ends with. If he is successful, he keeps the fish. If he fails, he must throw it back in the pond. Winner is the child who has the most fish.

VARIATIONS: The game may be played with sight words stapled to the fish.

IMC NO____________

Submitted by Emma L. Washington

NAME OF GAME: Phonics Post Office

INSTRUCTIONAL LEVEL: K - 3

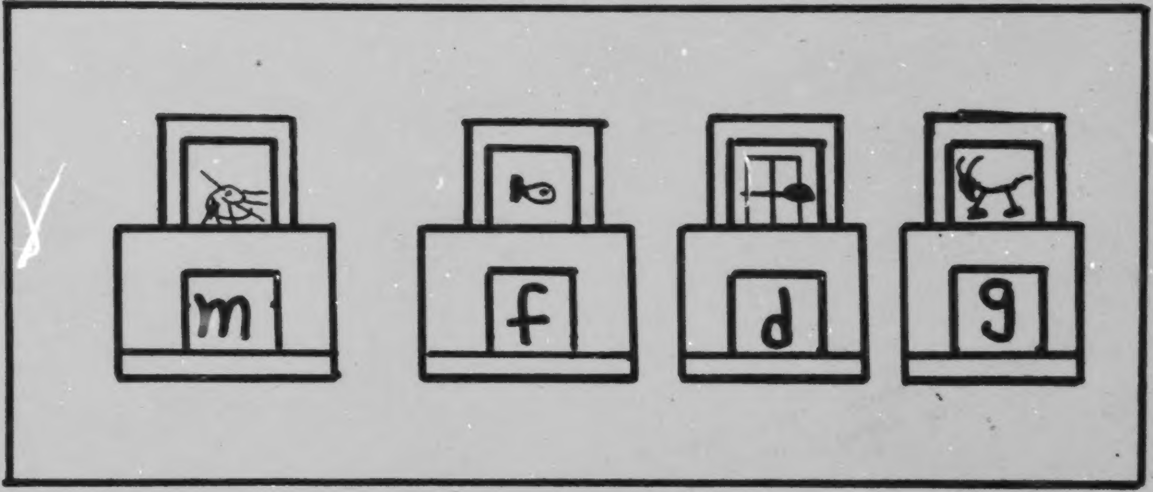
OBJECTIVE: To provide the children with practice in letter-sound association.

MATERIALS:
13 x 26 chip board, covered with colored tagboard.
4 library book pockets.
4 manila tag pieces.
  3 1" x 2" folded in half lengthwise to form pockets at the base of each library pocket.
2 1" x 3" colored tag letter cards, to slip into tag pockets.
5 1" x 3" manila tag cards.
Pictures of items beginning with sounds studied from pupil's edition, Getting Ready to Read. (at least four of each sound.)

PROCEDURE: Label board, "Our Post Office." Mount library pockets and tag pockets with mystic or masking tape. Prepare letter and picture cards.

Introduce the Post Office, calling attention to the label. Place letter cards in pockets. Put picture cards in a "mailbag" (paper sack) and choose a "mailman" to deliver a card to each child. Children take turns bringing cards to Post Office and placing them in the correct pockets.

VARIATIONS: Number facts, rhyming words, consonant blends, or types of classifications.



IMC NO__________

Submitted by Carlota Smith

NAME OF GAME: Come To My House

INSTRUCTIONAL LEVEL: K - 1

OBJECTIVE: To teach word rhyming skills.

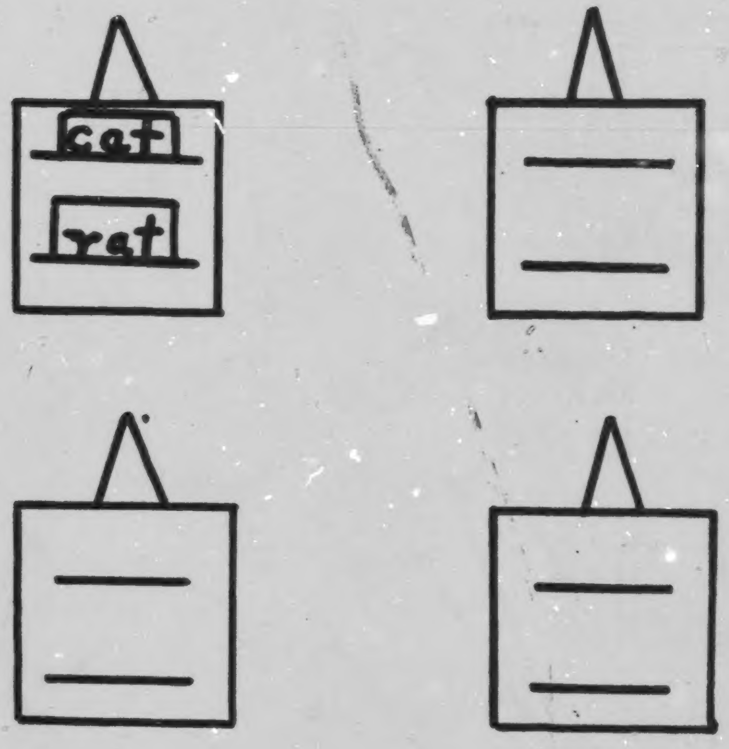
MATERIALS: Tagboard, cardboard, cards, envelopes

DIRECTIONS: Make four houses 3 x 5½ inches in size. Make two rows of parallel slits in the houses to hold word cards.

Mount the houses on two pieces of 9 x 12 inch cardboard. Place a large envelope on the back of the board to hold the cards.

Make a set of small word cards which will fit in the spaces provided on the houses. Example: cat, rat, cake, rake, ring, king, log, frog, fat, bat.

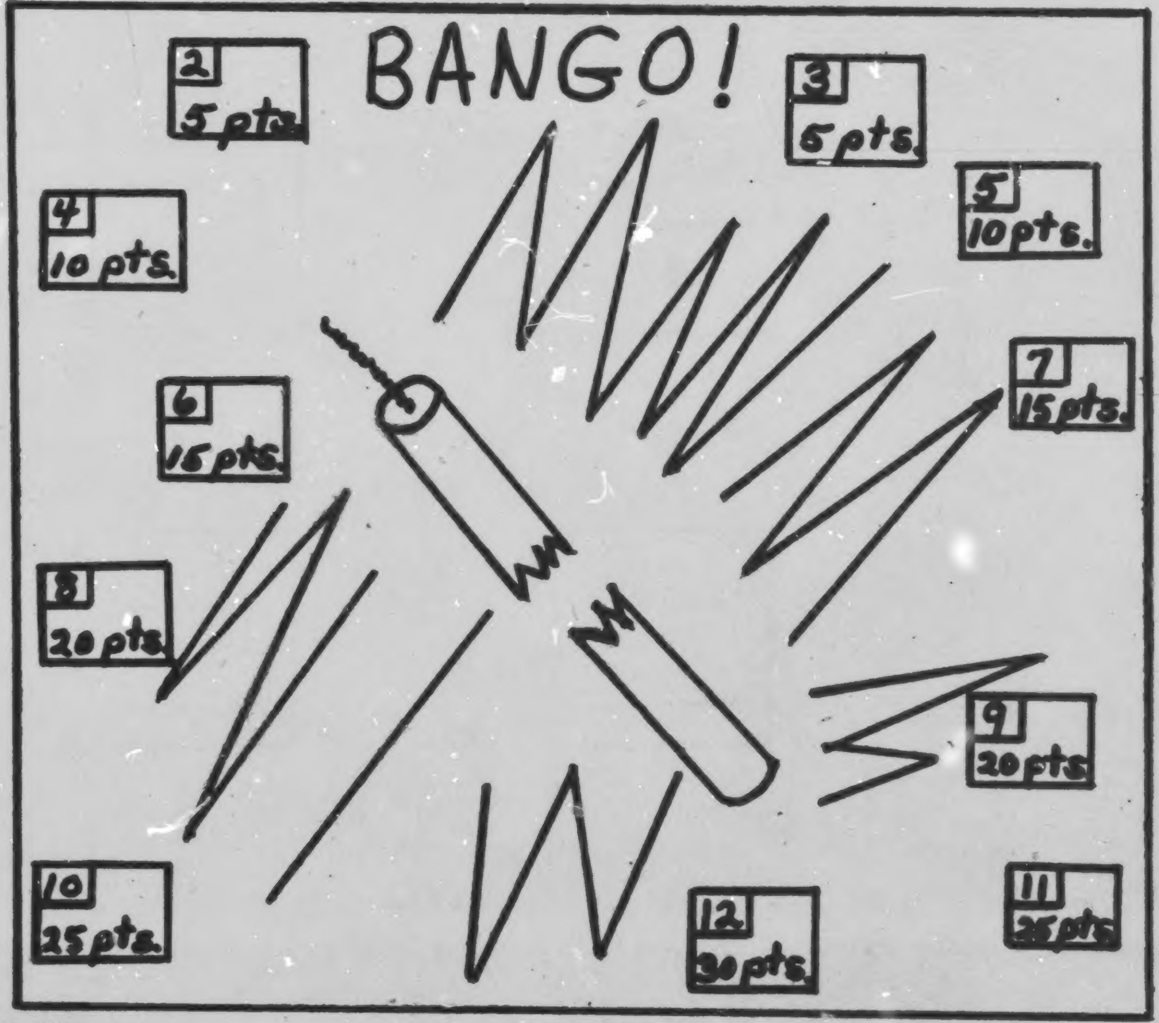
PROCEDURE: A child places the word cards that rhyme together in the slits on the houses.



IMC NO__________

Submitted by Noela Whitney

NAME OF GAME:	Bango
INSTRUCTIONAL LEVEL:	Intermediate
NUMBER OF PLAYERS:	Any number can play; however, it is best to keep the number small.
OBJECTIVE:	Drill in phonics.
MATERIALS:	Pair of dice, tag or colored chipboard
PROCEDURE:	1. First player rolls dice. 2. He looks at square with number that appears on dice. 3. He must be able to make a word that uses the phonetic rule indicated. 4. Players keep score and first player reaching score of 100 exclaims "Bango!"


BANGO!
2 5 pts.
3 5 pts.
4 10 pts.
5 10 pts.
6 15 pts.
7 15 pts.
8 20 pts.
9 20 pts.
10 25 pts.
11 25 pts.
12 30 pts.

IMC NO__________

Submitted by Carol A. Harber

NAME OF GAME: Rhyme Time

INSTRUCTIONAL LEVEL: Kindergarten - Second Grade

NUMBER OF PLAYERS: Individual or small group.

OBJECTIVE: To provide practice in auditory perception.

MATERIALS: A number of 3 by 4 inch picture rhyming cards (for instance, a picture of a bed and one of a sled).

PROCEDURE: The picture cards are placed along the chalk tray. The first child goes to the board and picks up the first card and says the name of the object. He then moves along the chalk tray until he finds a picture card which rhymes his first card. He keeps both cards if he says correctly the name of each picture.

VARIATIONS:

(1) An individual child may play the game by laying the rhyming cards, side by side, on the table.

(2) To add an element of difficulty, more than two rhyming words for the same sound may be included.

IMC NO__________

Submitted by Nina Guiang

NAME OF GAME: Feed The Rooster

INSTRUCTIONAL LEVEL: 1 - 3

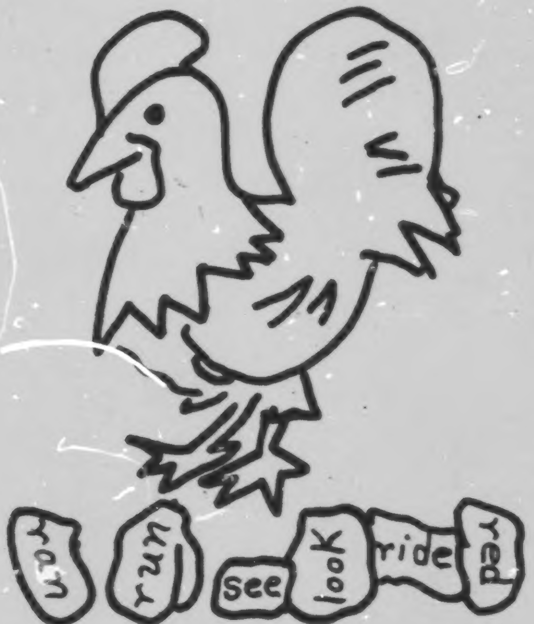
OBJECTIVE: To teach the beginning consonant "r".

MATERIALS: A rooster made of tagboard or construction paper, kernels of corn cut from yellow construction paper large enough to print on.

PROCEDURE: On each kernel of corn write a word that begins with "r".

The children feed the rooster by reading the word and dropping the kernel through a slit in the beak.

VARIATIONS: For variations in this activity, to teach other beginning consonants, draw a picture of a dog, pig, or goat, and feed the animals words that have been printed on cut-out shapes of bones, carrots, bunches of hay, etc.



IMC NO__________

Submitted by Carlota Smith

NAME OF GAME: "Monterey 500"

INSTRUCTIONAL LEVEL: 1 - 8

NUMBER OF PLAYERS: 2 - 4

OBJECTIVE: Phonetic Analysis Skills
    Consonants (Initial, final, blends)
    Short vowels
    Long vowels
    Consonant digraphs

MATERIALS: 1 rectangular piece of heavy cardboard or chipboard (12 x 24"); heavy string, lacing or wire; clear plastic strips (2" x 12"); 6 small toy cars with "axles"; paper strips (1½" x 12"); some type of "spinner" or dice.

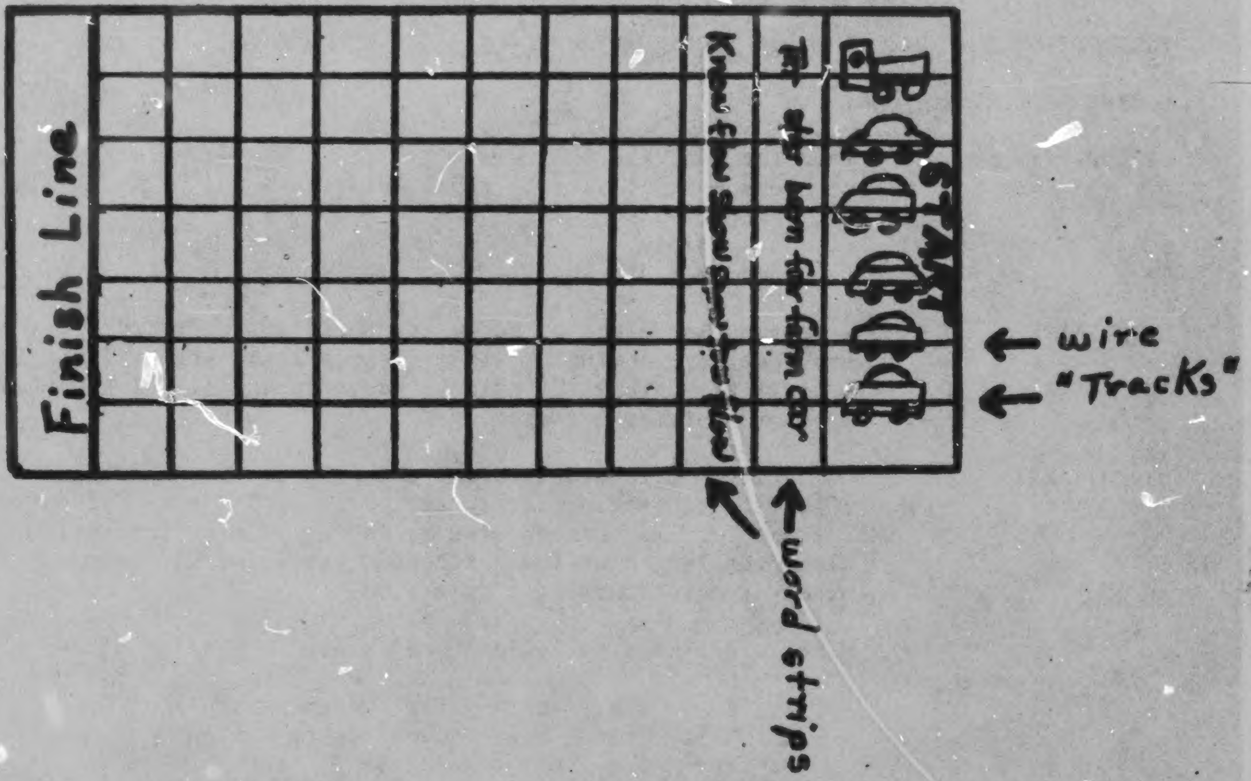
DIRECTIONS: Measure and mark evenly along the width of the cardboard 10 rows, and fasten plastic strips in each row as "slots" for word cards. Fasten wire or lacing at even intervals along the length of the cardboard, stringing wire through axles of cars (forming a track).

Make word strips as follows and insert in plastic slots:

1. tar star barn far farm car
2. know flow snow row show blow
3. had sad bad fad dad lad
4. hare care scare bare dare mare
5. mat slat flat hat rat fat
6. make take shake flake rake bake
7. spot slot shot plot blot hot
8. hut cut but mutt nut rut
9. hate rate mate fate gate slate
10. night tight right bright fight fright

PROCEDURE: Player spins and moves # of spaces shown, reading each word in his "track". If he misses a word, he must stop. The "missed" word is supplied by other players. On his next turn, he continues by saying the word previously missed. First car to cross the finish line wins.

VARIATIONS: Use the same board for different word strips, such as varying phonetic skills, sight words, "words of the week", etc. Vary size of rows of words to include more words.


Finish Line
START
Far star barn farm car
Know flow Show snow glow flow
← wire
← "Tracks"
←word strips

IMC NO__________

Submitted by Elaine Smith

NAME OF GAME: Look and Listen (Phonics)

INSTRUCTIONAL LEVEL: K - 2

NUMBER OF PLAYERS: 2

OBJECTIVE: To build auditory discrimination of beginning and ending sounds in words.

MATERIALS: Cardboard and eight small-sized magazine pictures of objects such as dog, cat, bug, bed, goat, top, rat, car.

DIRECTIONS: Paste or staple the pictures on cardboard. Prepare 16 playing cards 1½ x 2½ inches in size with printed letters on them which are the beginning and ending letters of the picture cards: for example, d and g for dog, with only one letter on each card.

PROCEDURE: Shuffle the letter cards. Deal the two players 8 cards; these are piled one on top of the other, face down. Place the picture cards in the center of the table all facing up and in the same direction. Each player takes the top card off his pile. He places it on the left side of the picture if this card is a beginning sound and on the right side of the picture if it is an ending sound. The player placing the second card on the picture takes it. The one receiving the most pictures wins the game.

IMC NO____________

Submitted by Noela Whitney

NAME OF GAME: Alike Or Different

INSTRUCTIONAL LEVEL: Kindergarten - 1st Grade

NUMBER OF PLAYERS: Two to six

OBJECTIVE: To distinguish between words that sound alike and those which sound differently.

MATERIALS: None

PROCEDURE: The teacher stands about five feet from the pupils who stand with their backs toward the teacher. The teacher whispers distinctly the same word 3 or 4 times: "Come, come, come." She says, "Are the words alike or different?" The player chosen by the teacher answers, "They are alike." The teacher may whisper words which are different: "Cat, hat, sat." "Are the words alike or different?" A child answers, "They are different."

VARIATIONS: A group of words with the same endings or different endings might be used.

IMC NO__________

Submitted by Nina Guiang

NAME OF GAME: Match Me

INSTRUCTIONAL LEVEL: Kindergarten - 1st Grade

NUMBER OF PLAYERS: Several sets of partners.

OBJECTIVE: To give practice in the discrimination of initial sounds.

MATERIALS: 9 x 12" sheets of oaktag on each of which there is one picture of a common object, such as baby, ball, balloon, basket, bicycle, tree, car, dress, cup.

PROCEDURE: Place these picture cards about the room where they can be easily seen. The teacher will name an object, for example bear, and each set of partners, in turn, will find a picture card which begins with this sound. As the teacher repeats the word bear, each set of partners will be called on to name the object on its card, indicating if it starts with the same sound. The teacher will name another word and the game continues.

VARIATIONS: Real objects might be used.

IMC NO__________

Submitted by Nine Guiang

NAME OF GAME: Space Race

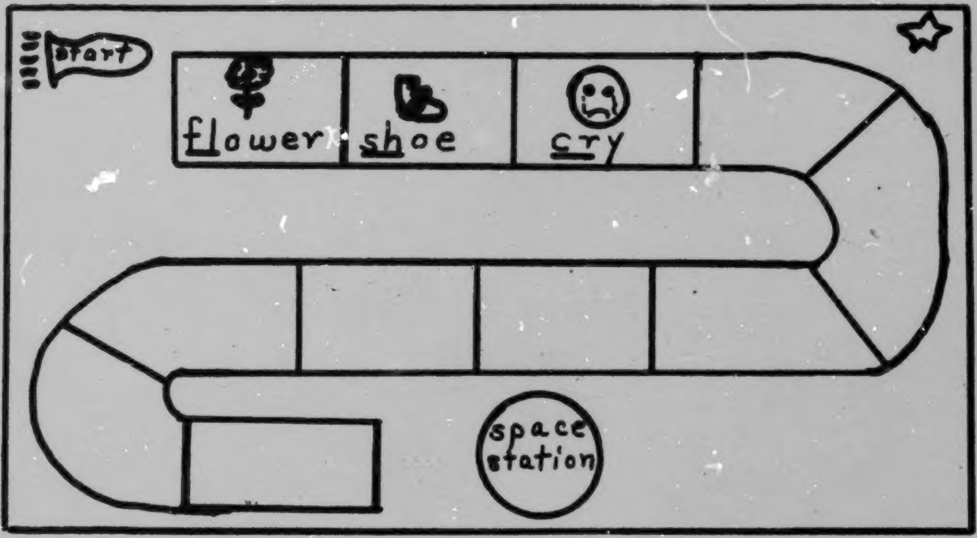
INSTRUCTIONAL LEVEL: 1 - 4

NUMBER OF PLAYERS: 2

OBJECTIVE: Child can identify consonant blends and can apply the skill with familiar vocabulary.

MATERIALS: 1 piece of poster board 22" x 28"; pictures cut from workbooks; marking pens; dice; buttons; container for dice and buttons.

DIRECTIONS: Draw a track on the poster board. In each space glue a picture and print the picture word. Underline the blend. Draw space rockets, plants, stars, and a space platform.



PROCEDURE: The children roll the dice to determine the order in which they will play. Each child in turn rolls the dice and moves his button the correct number of spaces. He must say the word in the space on which he has landed and then say another word beginning with the same blend. The first child to reach the space station wins.

IMC NO__________

Submitted by Shirley Bechtel

NAME OF GAME: Lucky Wheel

INSTRUCTIONAL LEVEL: 1 - 6

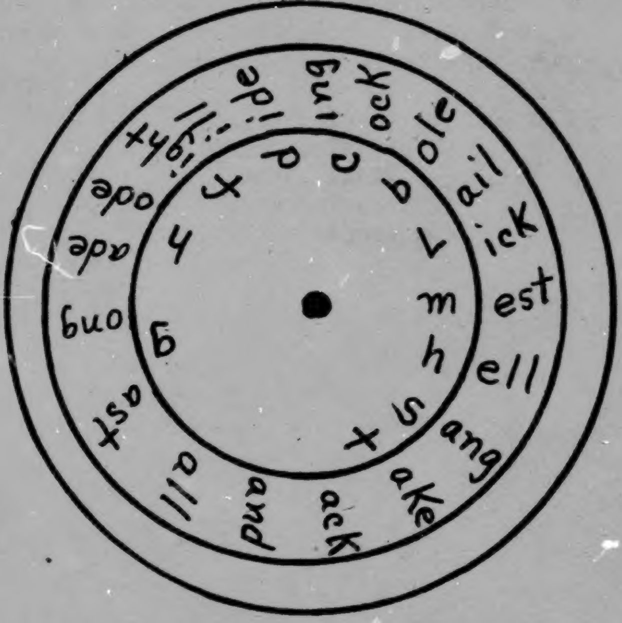
OBJECTIVE: Consonants - initial, final, blends

MATERIALS: Tagboard, brass fastener, magic marker

DIRECTIONS: Two circles, one smaller than the other, are fastened together by a nail, brass pin, or buttonhook through their centers so that each can be rotated freely without disturbing the other. Initial consonants are printed around the outer circle and phonograms around the edge of the inner circle so that different words can be formed. By rotating the outer circle different initial consonants can be formed with the same phonogram, and by rotating the inner circle the same initial consonant can be combined with different phonograms.

PROCEDURE: The child rotates the wheels and reads the words that can be formed.

VARIATION: The child may be asked to list the words on paper if they are real words.



IMC NO____________

Submitted by Carol Harber

G-24

NAME OF GAME: Bag A Blend

INSTRUCTIONAL LEVEL: 2 - 5

NUMBER OF PLAYERS: 2 - 4

OBJECTIVE: To review initial consonant blends.

MATERIALS: Oilcloth or tagboard sheet marked as shown below and laid on the floor. One bean bag.

GL	DW	CL	PR
CR	BL	TR	BR
FL	TW	DR	QU
GR	PL	FR	SL

PROCEDURE: Children take turns tossing the bean bag. If they can say a word which begins with the sound shown, they get a red tag. The child with the most red tags at the end wins.

VARIATIONS: Use for (a) initial sounds
(b) final sounds
(c) final blends
(d) vowel sounds
(e) number of syllables
(give the number and they give a word)

IMC NO__________

Submitted by Rena DiGirolamo

NAME OF GAME: Spin A Blend

INSTRUCTIONAL LEVEL: 2 - 6

NUMBER OF PLAYERS: 2 - 4

OBJECTIVE: Build skill in words containing blends.

MATERIALS: Chip board about 12" x 16". Material to make a spinner (Suggestion. Cut from plastic lid of a cottage cheese carton). Brad to attach spinner.

DIRECTIONS: Draw a large circle on chip board. Divide the circle into 12 parts. Write various blends on each portion of the circle. Attach spinner with brad.

PROCEDURE: One player spins. The player must give a word that contains the blend where the spinner stops. The word must be given before another player counts slowly to 10. Each player takes a turn to spin a blend.

NOTE: A list of words with blends can be made to be used as a check list for the players.

IMC NO__________

Submitted by LaVerne Ostermeyer

NAME OF GAME: "Come To My Parlor" (Word Recognition Skill)

INSTRUCTIONAL LEVEL: 1 - 3

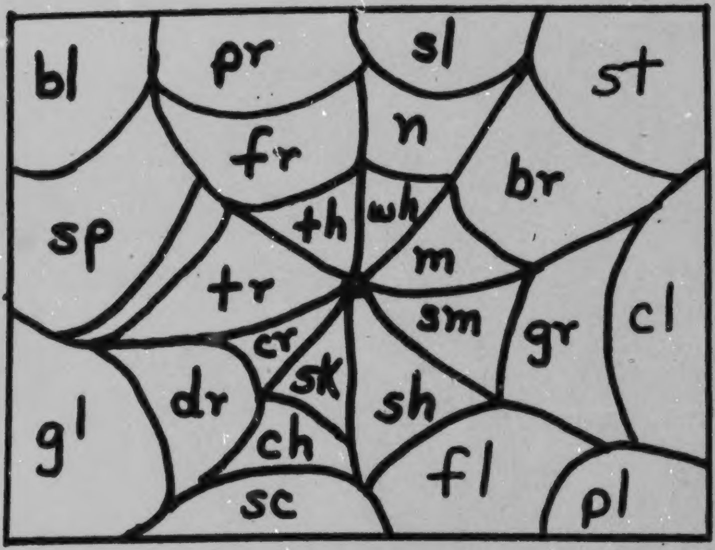
NUMBER OF PLAYERS: 2

OBJECTIVE: To facilitate blending.

MATERIALS: Tagboard - 28" x 24". Black flies cut from construction paper - about 20.

PROCEDURE: Start with each child having 3" x 5" cards which contain phonograms such as: in, st, ow, ack. If he can match his card with a blend to make a word and use it correctly in a sentence, he has caught a fly. A limit is decided upon for winning.

VARIATION: A game using prefixes or suffixes may be made.



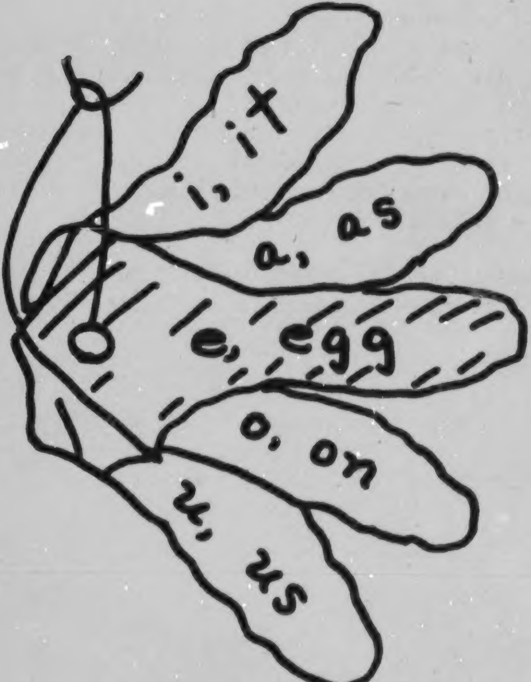
IMC NO____________

Submitted by Emilie Haas

NAME OF GAME:	Key
INSTRUCTIONAL LEVEL:	1 - 3
OBJECTIVE:	To teach short vowels.
MATERIALS:	Tagboard, key patterns, paper punch, yarn.
PROCEDURE:	Make a set of keys for each child. Print on each as follows: o, on; a, as; i, it; u, us; e, egg.

Punch a hole in the top of each key and fasten each child's set together with a piece of string.

The teacher may say a word containing a short vowel sound. The children find the appropriate key on their key chain and hold it up so the teacher may see it.



IMC NO__________

Submitted by Carlota Smith

NAME OF GAME: See You Later Alligator

INSTRUCTIONAL LEVEL: Primary grades

NUMBER OF PLAYERS: 2 to 4

OBJECTIVE: To teach recognition of phonic patterns in words.

MATERIALS:
Cardboard or poster board
Construction paper
Marking pen
Glue
Clear Contact (optional)
Cards
A die
Markers (colored pencil erasers, old batteries, etc.)

DIRECTIONS: Make a game board and flash cards. New cards should be made and old ones removed as new sound patterns are learned. (Example: the sound of ea as in read, meat, teacher.)

PROCEDURE: Place word cards face down on game board. Each player places his marker outside the box marked START. Have each player throw the die. The one who throws the highest number (or lowest) begins. He throws the die and then draws a card. If he can correctly identify the word he moves his marker the number of spaces indicated on the die. If he cannot identify the word, he cannot move his marker. Play continues around the circle to the left.

Anyone landing on the space marked "Slither over the rocks," is allowed to move his marker across to the space on the other side.

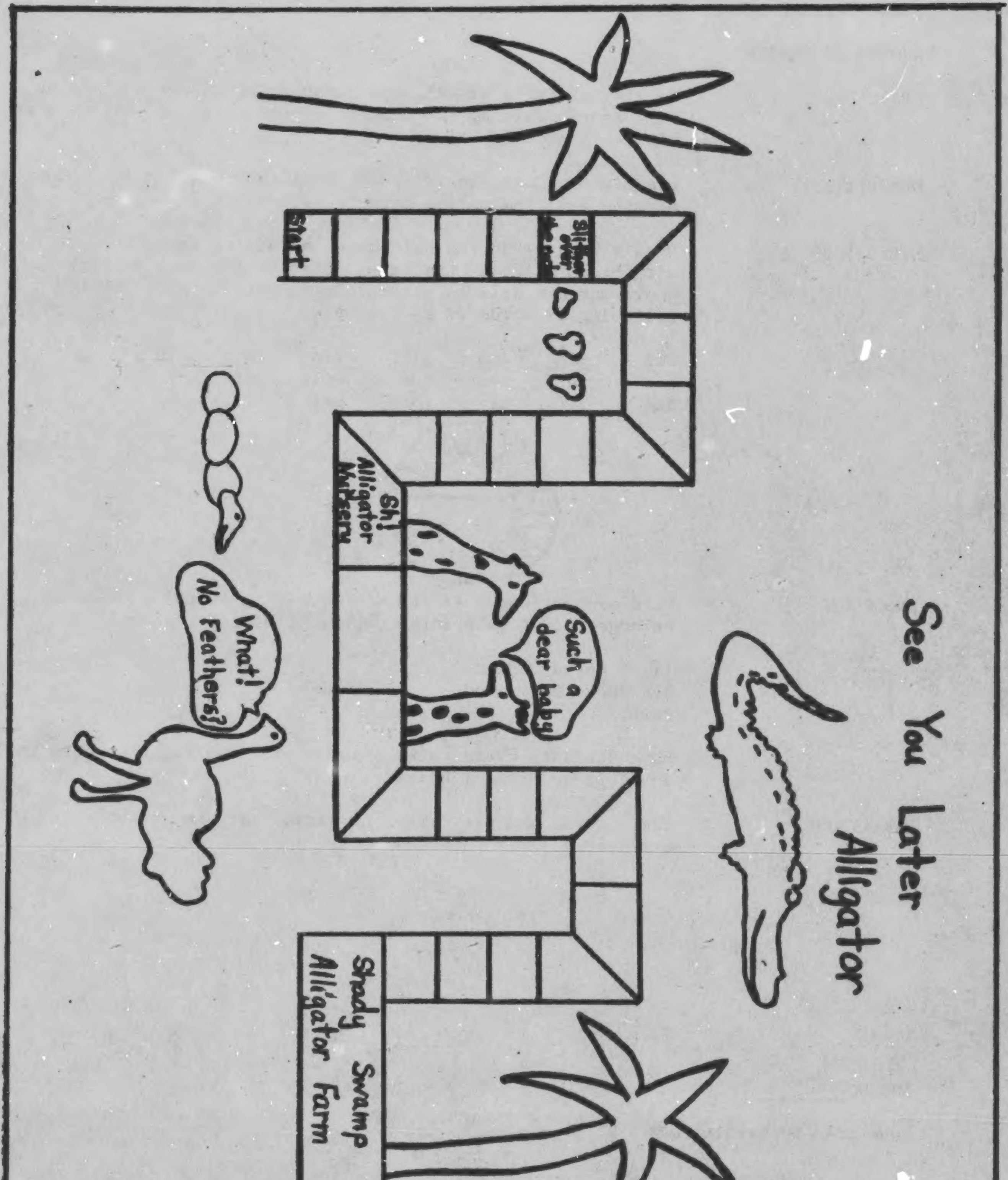
To finish the game a player must throw the exact number necessary to reach the Shady Swamp Alligator Farm.

VARIATIONS: Cards can be made for word recognition, math combinations, and countless other skills.

IMC NO__________

Submitted by Jeanne Snyder

EXAMPLE OF GAME - See You Later Alligator


See You Later Alligator
Start
Slither over the rocks
Sh! Alligator Nursery
Such a dear baby
What! No Feathers?
Shady Swamp Alligator Farm

NAME OF GAME: Score With Silent e

INSTRUCTIONAL LEVEL: 3 - 5

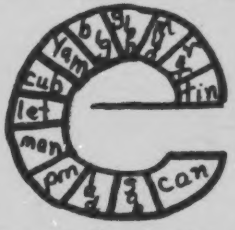
NUMBER OF PLAYERS: 1 - 4

OBJECTIVE: To give students practice in recognizing silent e words as well as recognizing the change in pronunciation that occurs with an e addition to a word.

MATERIALS: One piece of chip board or other cardboard 14" x 18"; black marking pen; laminating materials; scratch paper; envelopes.

DIRECTIONS: Draw a large e on the cardboard and divide into 19 parts with black marker. Laminate. Tape an envelope on back where answers will be placed. With marking pen, put the following 19 words in spaces on e.

can
sob
lad
pin
man
let
cub
yam
big
glob
mud
rot
fin
spin
not
lot
mat
kit
dip



PROCEDURE: Find as many words as you can by adding silent e where it belongs. List on scratch paper. Score as follows:

11 -- Hurray for me
8 - 10 -- Very good
Fewer than 8 -- try again.

Have students check their answers with the right answers in envelope on back of board.

VARIATIONS: Erase words and use different words that can be converted by a silent e.

IMC NO__________

Submitted by Carole Ladd

NAME OF GAME: Ask For It

INSTRUCTIONAL LEVEL: 1 - 8

NUMBER OF PLAYERS: 2 - 5

OBJECTIVE: The child recognizes the spellings of long or short vowel sounds.

MATERIALS: 3 x 5 file cards. Marking pen.

DIRECTIONS: Write four words on file cards for each long and short vowel sound. (40 cards)

PROCEDURE: Shuffle the cards. Deal four cards to each player. Put the remaining cards in a pile. Player A reads one of his cards and asks Player B for a card which has a word with the same vowel sound as the word he read. If Player B does not have such a card, Player A draws a card from the pile and the turn passes to the next player.

If Player B does have such a card, he must hand it to Player A who must then read it aloud. If Player A does not read the card correctly, he must return it to Player B and draw a card from the pile. The turn then passes to the next player.

When a player gets all four cards with the same vowel sound, he has a Book which he sets in front of him. The player with the most books at the end of the game wins.

IMC NO__________

Submitted by Stanley W. Leavell

NAME OF GAME: Face Up

INSTRUCTIONAL LEVEL: K - 3

NUMBER OF PLAYERS: Group

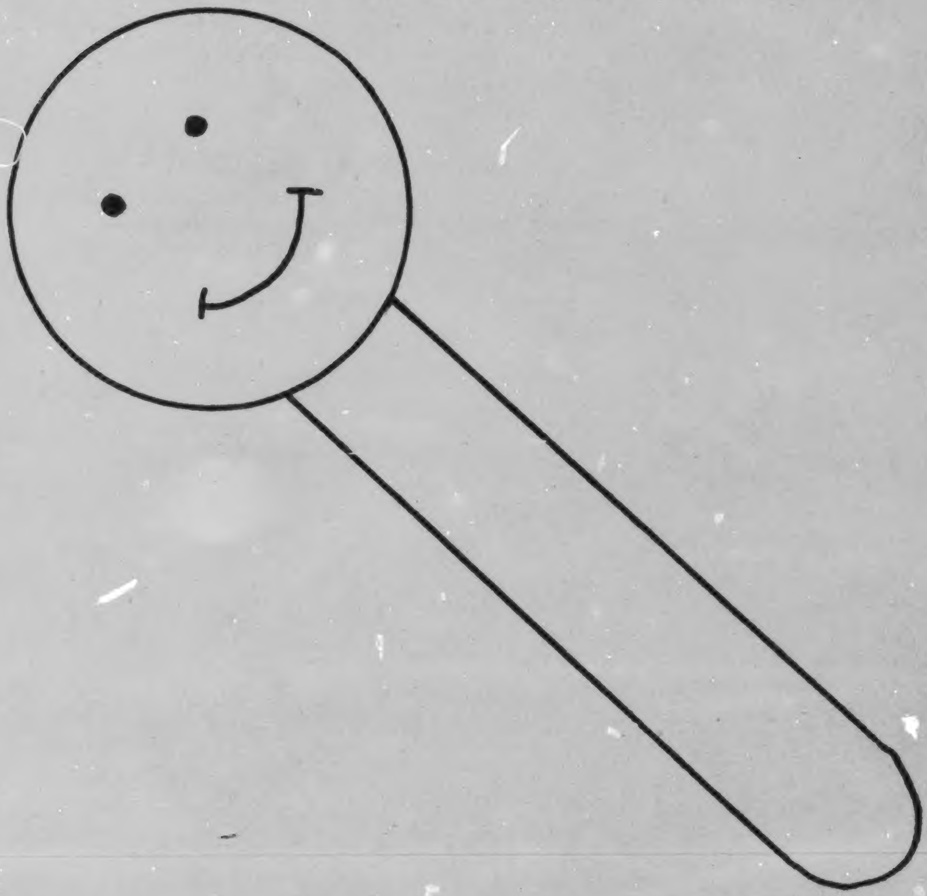
OBJECTIVE: When hearing a word pronounced, the child will be able to discriminate the vowel sound used.

MATERIALS: Tagboard needed to make the desired number of visual aids; (circles 2" in diameter)
Tongue depressor for each visual aid.

PROCEDURE: Give each child a visual aid and use the "every student response method."

Example: The teacher will say, "Listen for the long sound of a in the word I say. If you hear it, show me your smiling face. Keep it down if you don't hear it."

VARIATIONS: Consonants, consonant blends, digraphs, dipthongs, etc.



IMC NO__________

Submitted by Connie Merz

NAME OF GAME: Fill The Easter Baskets

INSTRUCTIONAL LEVEL: 1 - 3

NUMBER OF PLAYERS: 2 - 30

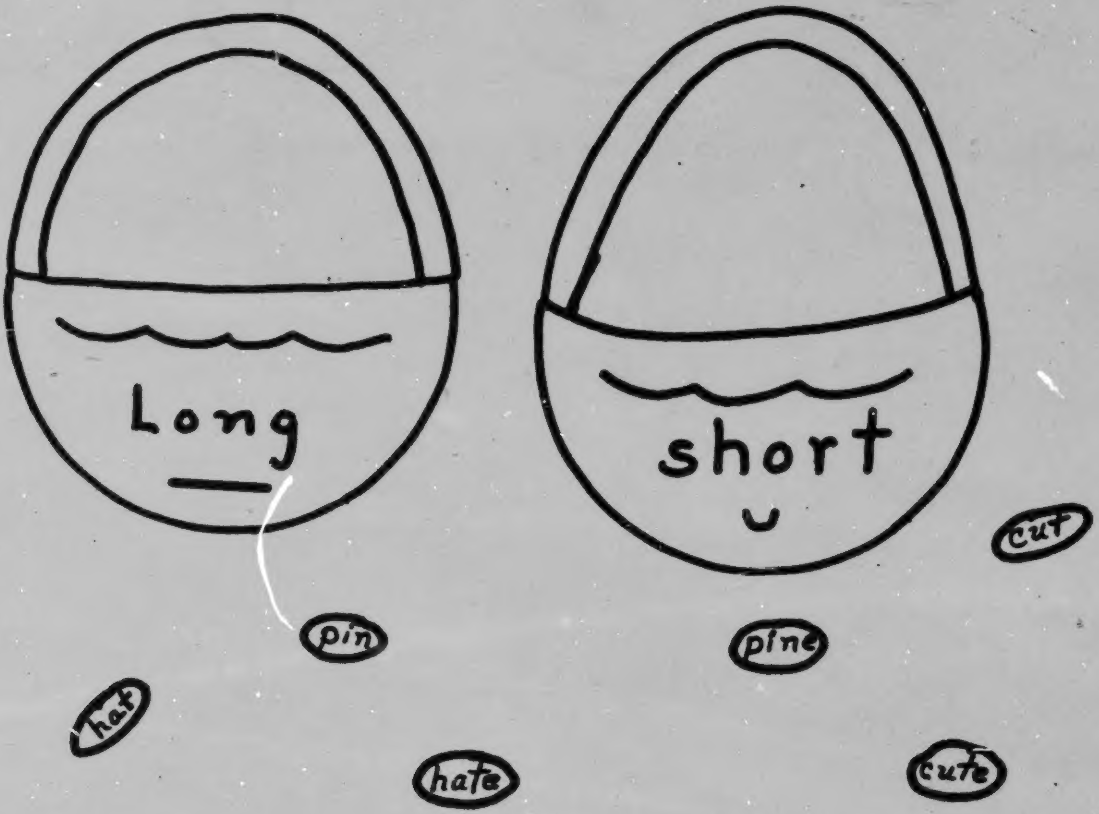
OBJECTIVE: When given a word, the child will be able to distinguish between a word with short or long vowel.

MATERIALS: Two Easter baskets - real or made of tagboard and gaily decorated. Label one short, the other long.

Twenty or thirty eggs cut from tagboard or colored construction paper with long or short vowel words.

PROCEDURE: Have one child chosen to be Easter rabbit. He passes out eggs to each child. One at a time, each child reads his egg word, and puts it into the correct basket while others watch.

When all have had a turn, a new rabbit is chosen and words are redistributed for a second round.



IMC NO__________

Submitted by Dorothea Nguyen

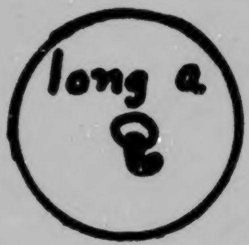
NAME OF GAME: Vowel Game

INSTRUCTIONAL LEVEL: 1 - 4, Remedial

OBJECTIVE: Reinforce long and short vowel sounds (long a, long i, short e, short o).

MATERIALS: 4 white styrofoam circles, 4 screw cup hooks, 40 (2" x 2") colored tagboard cards.

PROCEDURE: Screw hook in the center of the styrofoam circle. On each of the 2" x 2" cards write words with either the (long a, long i, short e, short o). Punch a hole in the cards. Children then hook the words onto the appropriate styrofoam circle.



VARIATIONS: Can use circles for synonyms, antonyms, compound words, etc.

IMC NO____________

Submitted by Carol DiRaimondo

NAME OF GAME: Help The Mailman

INSTRUCTIONAL LEVEL: 1 - 3

NUMBER OF PLAYERS: Entire class; small groups; individually.

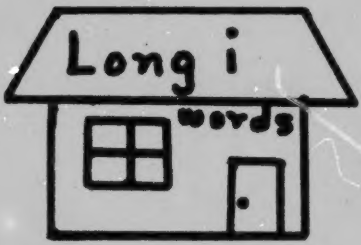
OBJECTIVE: Sound-symbol association for long and short vowels.

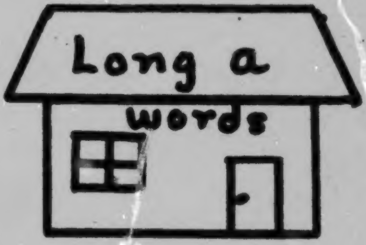
MATERIALS: 5 shoe boxes labelled: "Long a Words," "Long e Words," "Long i Words," "Long o Words," "Long u Words." Boxes can be painted colorful colors or a house attached. 25 word cards.

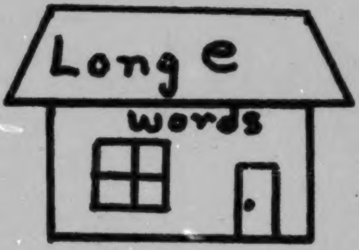
PROCEDURE: The teacher has made letter cards with long and short vowel words. Children take turns picking a letter. What is the sound of each vowel? What house does it belong in? Children deliver the letters to the right houses.

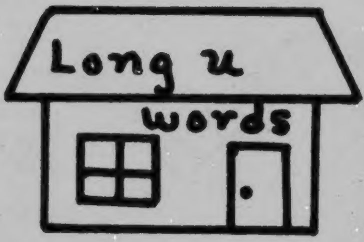
VARIATION: The games may be varied using beginning and ending sounds or blend words.

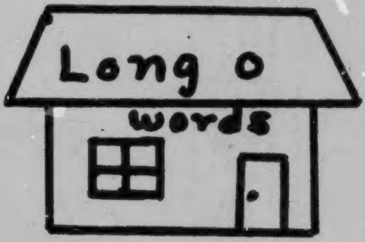
Sample words: rain, fish, tube, jet, boat, duck, fire, sun, home, kite, blue, top, fan, bead, gate, feet, bed, lead, suit, lips, cake, pie, nose, hat, box











IMC NO__________

Submitted by Carlota Smith

NAME OF GAME: Boing Boing

INSTRUCTIONAL LEVEL: Adaptable for any grade level.

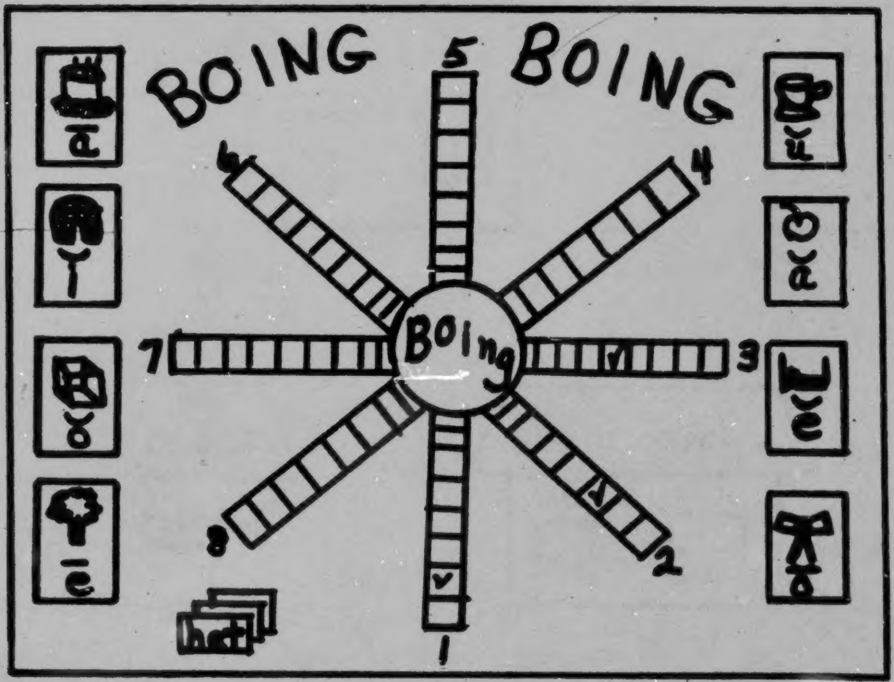
NUMBER OF PLAYERS: 8

OBJECTIVE: To provide children with practice in auditory and visual discrimination of long and short vowels.

MATERIALS:
Game Board.
Paper boomerang markers for each player.
Cards with mono-syllabic words or pictures to represent words containing long and short vowels.

PROCEDURE: Eight students can play the game at one time. In turn, each player draws a word card from the pile. He must say the word and match the card with the correct vowel key word on the game board. (Color code the word card for quick checking.) If the student is correct, he moves his boomerang one space. If he is incorrect, he remains where he is. The first player to reach the "Boing" in the center of the board is the winner.

VARIATIONS:
Initial consonants, blends, or digraphs.
Sight vocabulary.
Following directions.



IMC NO__________

Submitted by Mary Carolyn Palmer

G-37

** Reading Bulletin Boards by Lee Ann and J. David Cooper
The Instructor Publications, Inc., 1971

NAME OF GAME: Jungle Sounds

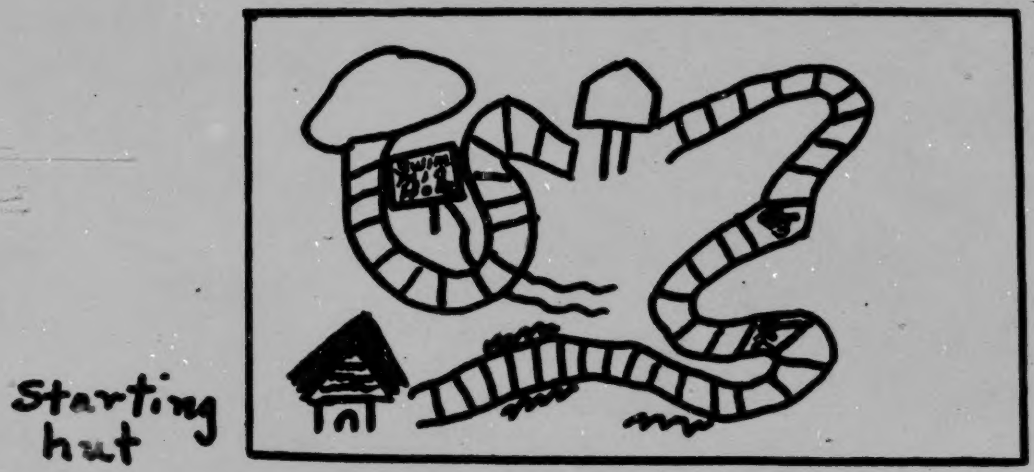
INSTRUCTIONAL LEVEL: Primary or Remedial

NUMBER OF PLAYERS: 2 to 4

OBJECTIVE:

1. To blend two letters into a sound pattern using the S.P.A. letter coding. (Self-Pronouncing Alphabet)
2. To follow written directions.
3. To cooperate with other students.

MATERIALS: One large sheet of oaktag, 45 - 2" x 2" pieces of oaktag, felt pens, a large plastic sleeve, one wooden block - 1" cube, playing pieces (mice, counters, etc.) large envelope.



DIRECTIONS:

1. Draw starting point, path and 4 automatic advance or retreat spaces on large oaktag. Add jungle scenery.
2. Divide pathway into spaces. In many spaces write a forward and a backward direction - color code.
3. Place board in plastic sleeve.
4. Print coded sound pattern - one per 2" x 2" card.
5. Number the wooden block.
6. Place block, cards, player pieces in large envelope and attach to game board (if desired).

MATERIALS FOR PLAYERS:

1. Game board
2. Wooden block
3. Playing pieces
4. Cards

PROCEDURE:

1. Deal all pattern cards to players face down.
2. Children roll the block for the number of spaces their piece may move starting at the hut.
3. Player moves to the space. He turns over top card (from his pile) and reads the coded sound pattern.

Jungle Sounds - Continued

PROCEDURE: (Continued)

4. If player correctly says pattern, he follows the green directions on space. If he can't read the pattern, he follows the brown directions.
5. The first player to reach the "swimmin' hole" wins.

VARIATIONS:

1. Use single letter cards.
2. Use multi letter pattern cards.
3. Use your own coding system.

IMC NO__________

Submitted by Anne Collier

*Note - I use the Self Pronouncing Alphabet System.

NAME OF GAME: Jump Up

INSTRUCTIONAL LEVEL: K - 2

NUMBER OF PLAYERS: 2 - 30

OBJECTIVE: To teach sight words.

MATERIALS: List of words currently being studied; two word cards for each list.

DIRECTIONS: The teacher writes the list of words on the chalkboard. Example: Easter, bunny, has, his, pretty.

PROCEDURE: The teacher passes out word cards to the children, telling them to take a good look at their card. When they know their card, they are to hold it up in front of them. When the teacher points to word on the chalkboard, the children who have that card jump up together. After going through the list the children may exchange cards and the game is continued.

IMC NO____________

NAME OF GAME: Bingo

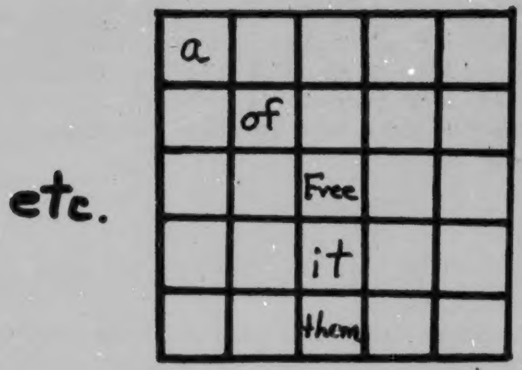
INSTRUCTIONAL LEVEL: 1 - 3

NUMBER OF PLAYERS: 2 - 5 people

OBJECTIVE: To build sight vocabulary.

MATERIALS: Vocabulary words from basal readers. Tagboard 8½ x 11 to make Bingo boards of 5 across and 5 down.

DIRECTIONS: Use words from basal readers or words you are introducing. Make a board like this:

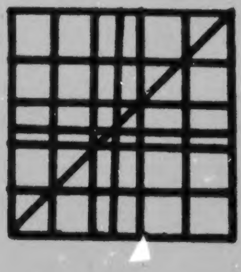


Cut one up such that there are calling cards for all words.

PROCEDURE:

1. 2 - 5 people may play.
2. Choose one to be caller. This person will choose the words.
3. When a word is called that is on your board, put a marker on it.
4. Play until one person gets Bingo and wins.

Ways To Win



IMC NO__________

Submitted by Cindy Sheldon

NAME OF GAME: Scrambled Letters

INSTRUCTIONAL LEVEL: 3 - 4

NUMBER OF PLAYERS: 1 - 30

OBJECTIVE: To give children practice in developing visual imagery of words.

MATERIALS: A list of words written on 5" x 8" cards on which the letters are scrambled, as:

1. atoub
2. rigls
3. koobs
4. kwee

PROCEDURE: Players from each team take turns trying to unscramble the words by writing the correct word for each scrambled word. In this instance, the unscrambled words would be: 1. about 2. girls 3. books 4. week

Each word correctly written scores a point for the team.

VARIATIONS:

1. Groups of words, such as days of the week, months, and names of boys and girls in class can be used.

2. Encourage children to contribute scrambled-letter words.

IMC NO__________

Submitted by Salvador Horquita

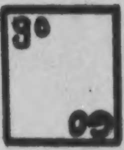
NAME OF GAME: Books

INSTRUCTIONAL LEVEL: 1 - 8

NUMBER OF PLAYERS: 2 - 4

OBJECTIVE: To match words with similar meanings, sounds or endings; and to give practice for sight words.

MATERIALS: A set of sight vocabulary cards (2 x 3). Any number.



DIRECTIONS: Write the word at each end of the card. One with a small letter and one with a capital.

PROCEDURE: Shuffle the cards--deal 6 or 7 to each child and place the rest in the center.
Child draws a card, and then says "Mary, do you have go?" Mary answers, "Yes, or No, I do (do not) have go." If she has the word, she must give it to the asker. The child may continue to ask until he gets a "No" answer. He then places his "books" on the table in front of him. Then he discards a card, and the next player draws a card. A "book" may be 2, 3 or 4 cards.

VARIATION: Word meanings could be used. Root words with suffixes or prefixes.

IMC NO____________

Submitted by Bertha Stephens

NAME OF GAME: Strike Out

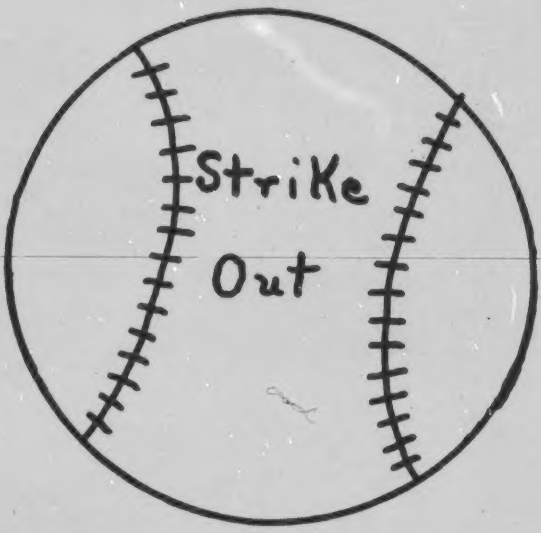
INSTRUCTIONAL LEVEL: 1 - 3

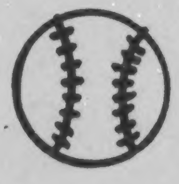
NUMBER OF PLAYERS: 2 - 4

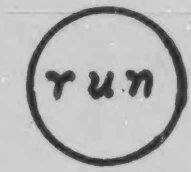
OBJECTIVE: When given vocabulary from appropriate instructional level, the child will be able to call or decode the words. Words may be sight words or phonetic words.

MATERIALS: Manila folder; 1 piece of tagboard 22" x 28"; 1" wide plastic binding tape; 3" circle tagboard pattern; marking pens; dice.

DIRECTIONS: Cut the appropriate number of 3 inch circles from the tagboard. With marking pens write the vocabulary words on these tagboard circles leaving 5 circles blank. Draw baseball stitching on the 5 blank circles. Cut the manila folder in the shape of a baseball. Draw stitching on the front of the folder. Tape the sides together with the plastic binding tape. Write the caption on the front. Put the word cards inside of the folder.







PROCEDURE: Children determine playing order by rolling a dice. Each child in turn pulls a card from the large folder and pronounces the word on that card. If he is unable to call or decode the word, the card goes back into the folder. He may keep the card if he recognizes the word. When the cards with the stitching are pulled, the child "strikes out," and the child loses his turn. The winner is determined by which child holds the most cards when all of the cards have been drawn.

Strike Out - Page 2

VARIATIONS: The game may be varied in difficulty by making different sets of word cards from several instructional levels.

MATERIALS IN I.M.C.: Manila folder, tagboard, 3" tagboard pattern, plastic binding tape.

IMC NO__________

Submitted by Shirley Bechtel

NAME OF GAME: Word Unscramble Old Maid

INSTRUCTIONAL LEVEL: Any level depending on words used.

NUMBER OF PLAYERS: 3 or more

OBJECTIVE: Reinforcing basic sight vocabulary using Dolch or any vocabulary words.

MATERIALS: Deck of regular playing cards or preferably make own from light cardboard.

DIRECTIONS:

1. On 25 of the cards with red ink write one vocabulary word on each card.

   out

2. On 25 other cards with black ink write the 25 words used in scrambled form.

   tou

PROCEDURE: Play game with the rules of old maid where the students match the red word card with the black scrambled word card. When a student lays down a match he must say the word.

IMC NO___________

Submitted by Carole Ladd

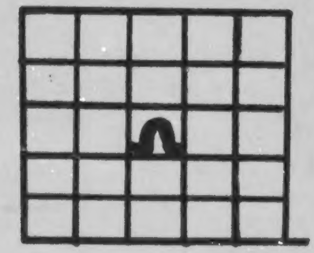
NAME OF GAME: Horse Bingo

INSTRUCTIONAL LEVEL: 2 - up

NUMBER OF PLAYERS: Any number

OBJECTIVE: To develop sight vocabulary of specific words having to do with horses.

MATERIALS: 4 pieces of 6" square oaktag. 30 pieces of 1½" x 2" oaktag. Space markers.



WORDS ON SPACES

thoroughbred
bridle
colt
mustang
shoe
burro
reins
shaggy
blanket
swiftly
gait
donkey
hind-quarter
bit
Morgan
Appaloosa
mare
Bronco
stables
silky
saddle
Palomino
polo
rocking-chair
mane
tail
trot
Shetland
foal
pony
bareback
bray
speediest
mount
Pinto
Shire
draft
filly
hunter
gallop
hoof
Arabian
corral
racer
race
leap
zebra
Tennessee Walking

DIRECTIONS:

1. Divide the cards in 1½" square sections.
2. Write words from list in boxes.
3. Write words on strips.
4. Laminate or cover game pieces with contact.

PROCEDURE: Children choose a card. One child is the leader and calls the words from word strip. Child covers words that he has on card. Child with 5 in any direction (straight) wins.

VARIATIONS: Bingo can be used to develop many skills besides vocabulary.

IMC NO____________

Submitted by Anne Collier

NAME OF GAME: Clean The Pond With Freddie Frog

INSTRUCTIONAL LEVEL: 1 - 3

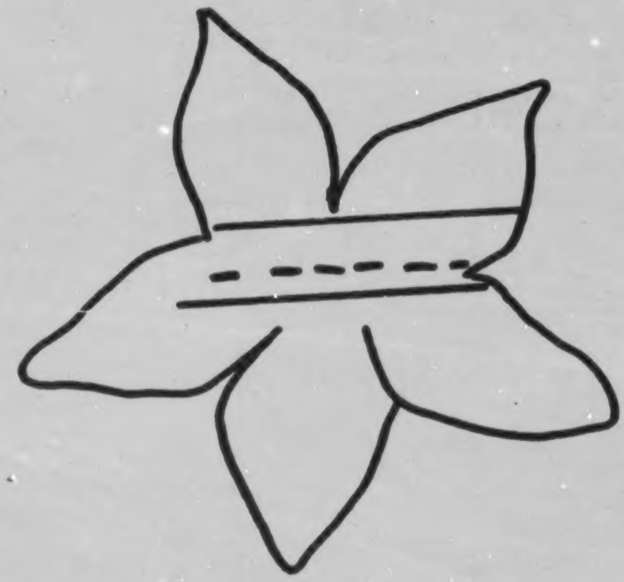
NUMBER OF PLAYERS: Groups or individuals

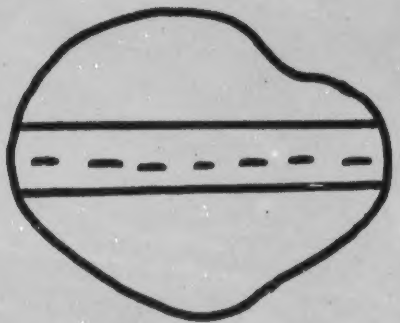
OBJECTIVE: To build sight vocabulary.

MATERIALS:
Green tagboard for lily pads.
White or yellow tagboard for flowers.
Cloth (felt, leopard cloth, or any other) for frog.
(For a colorful frog, use yellow felt bottom, leopard top, movable button eyes, and red ribbon for tongue.)
Sew together and stuff 3/4 full with rice.
A blue piece of butcher paper or plastic for the pond.

PROCEDURE: Place pond on floor with some lily pads and flowers on it. Children stand some distance away, take turns, and throw a frog on a word and then say the word. If said correctly, he removes it from pond and scores. This can be played in groups or by individuals. Highest score wins. Two games can be going at once if two frogs are available.

VARIATIONS: Skill in tossing by naming word before tossing the frog. Words from readers, letters of alphabet, sounds, etc., can be used instead of above.





IMC NO__________

Submitted by Carlota Smith

NAME OF GAME: Contraction Concentration

INSTRUCTIONAL LEVEL: 2 - 3

NUMBER OF PLAYERS: 1 or 2

OBJECTIVE: When given a set of cards a child will be able to correctly identify the contracted form of a word and the non-contracted form of a word by matching the two.

MATERIALS: Sets of cards made of tagboard or poster board measuring approximately 3 x 5 or 4 x 6 inches.

DIRECTIONS: Choose vocabulary introduced in the readers you may be using. Using these as a guideline, make a card of the contracted form and a separate card with the non-contracted form. Example: hadn't had not Each would be placed on a separate card.

PROCEDURE:

1. Play like concentration.
2. Turn all cards face down.
3. Turn a card over, then turn another card over. Do they match? Do you have a contracted and the matching non-contracted form of a word.
4. If they do, they get to keep the pair; if not, turn them over.
5. May play with a partner or just by yourself.

had not	hadn't
I am	I'm

and other paired sets

IMC NO__________

Submitted by Cindy Sheldon

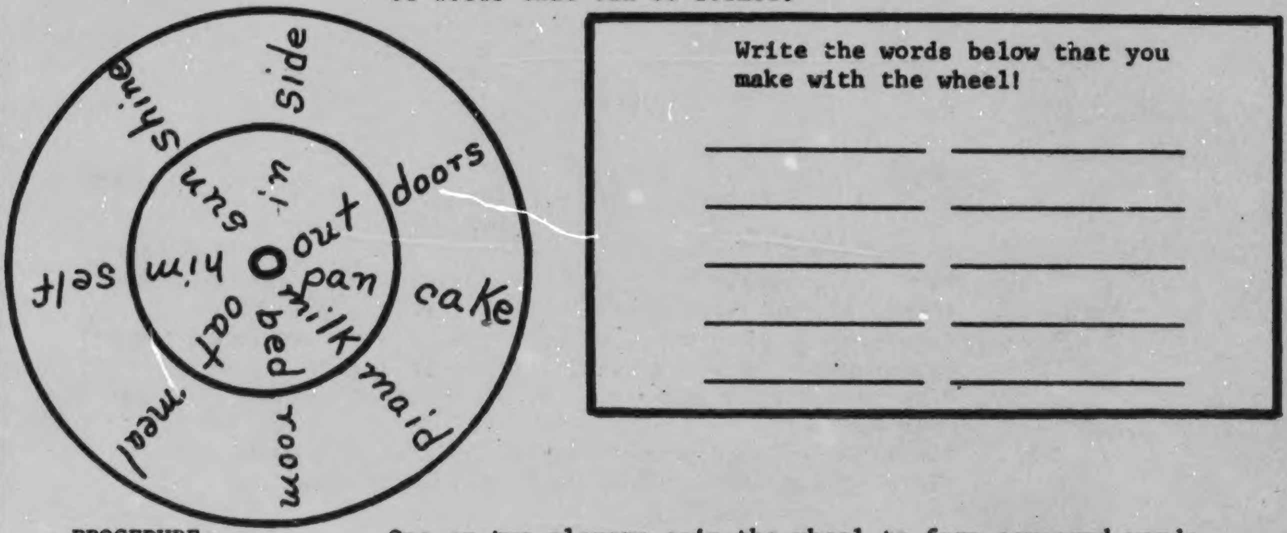
NAME OF GAME: Spinning Singles Into Doubles

INSTRUCTIONAL LEVEL: 3 - 6

NUMBER OF PLAYERS: 1 or 2

OBJECTIVE: To form compound words by combining two root words by using a word wheel.

MATERIALS: Two cardboard circles: one - 4½ inches and one - 2½ inches. Brad for holding the wheels, contact paper to cover, one cardboard scorecard 7 x 9 and one manila envelope for holding the game. Also, an answer sheet for all possible combinations of words that can be formed.



Write the words below that you make with the wheel!

PROCEDURE: One or two players spin the wheel to form compound words. If two players are to play, they can take turns and use a separate column on the score card.

IMC NO__________

Submitted by J. Tomlinson

NAME OF GAME: Base Word Game

INSTRUCTIONAL LEVEL: 2 - 8, Remedial

NUMBER OF PLAYERS: 2

OBJECTIVE: To give practice in using base-word with suffix and prefix; to stimulate discovery of structure in unfamiliar words.

MATERIALS: One word-list (or any dictionary); one deck of (50) specially-prepared cards:

No. of cards	Type
20	base-word
5	prefix "dis-"
5	prefix "un-"
5	suffix "able"
5	suffix "-ment"
5	prefix "re-"
5	suffix "-ing"

PROCEDURE:

*A dealer is chosen. Shuffle deck.

*The dealer deals 5 cards to himself and the other player.

*Other player plays first. He must make a word using as many of his five cards as possible. (Any word submitted must appear on the Word-list or be in the dictionary.)

*The dealer then tries to make a word that uses as many of his own cards as possible.

*This "trick" goes to the player whose word contains the largest number of cards. (The trick taken consists of all 10 cards dealt.)

*In case both players have built words using the same number of cards, each player wins his own five cards.

*Again the dealer deals both players five more cards each (and play continues as in the previous round until the "trick" is again taken).

*Play is ended when all 50 cards have been played and won (after 5 rounds or "tricks").

*The game is won by the player who takes the most "tricks" (wins the most cards).

*Each player counts the number of cards he has won at the end of the play. Player with most cards wins.

SUGGESTIONS FOR BASE WORDS:

Choose base-words that will "work" well with the prefix-cards and suffix-cards used. EXAMPLES: "cover," "paint," "print," "plant," "order" and so on.

IMC NO__________

Submitted by Harold L. Cooper

NAME OF GAME: Game of Prefixes

INSTRUCTIONAL LEVEL: 4 - 6

NUMBER OF PLAYERS: 2 - 30

OBJECTIVE: To teach the use of prefixes.

MATERIALS: Dictionary; paper; pencil; chalk; chalkboard.

DIRECTIONS: Put a prefix on the board (ab, bi, ante, trans, etc.).

PROCEDURE: Have the class separate into five teams. Each team has two minutes to list as many words as they can, using the prefix on the board. The team with the longest list wins.

VARIATIONS: If students have difficulty in thinking of words, allow them to use the dictionary. Also, each student could work on his own against the entire class.

IMC NO__________

Submitted by Randy Keene

NAME OF GAME: The Super Bowl

INSTRUCTIONAL LEVEL: 3 - 8

NUMBER OF PLAYERS: 2 or teams of pupils

OBJECTIVE: To teach or reinforce various word attack skills. The example below teaches or reinforces the root word skill.

MATERIALS: A football gameboard (see example below), a marker shaped like a football, approximately 75 cards (2 x 2) with words that have affixes added on one side of the card and the root word on the other side, and one card for each of the yard lines from one touchdown to the other.

Also needed are two or teams of pupils to play the game.

PROCEDURE: One of the team captains draws a yardline number from an envelope. This yardline will be the starting point of the game. The football marker is placed on this yardline. One of the team captains then draws a root word card for the other team. If the other team says the root word correctly they get to advance the ball five yards toward their goal. The team with the ball gets four different root word cards. If they say the correct root word three out of the four chances, they get to keep the ball. If not, the ball goes to the other team, which advances toward its own goal. The game continues until one of the teams scores a touchdown.

VARIATIONS: Many word attack skills can be used in the same manner as the one above, as long as the skill to be used is known, and the answer to the problem is on the back of the card. For example, a homonym for one word out of a group could be printed on a card. Pupils would have to find out which word was the homonym for the given word.

EXAMPLE OF GAME CONTINUED ON NEXT PAGE

IMC NO__________

Submitted by Rodger Smith

Sample root word card

Front

settled

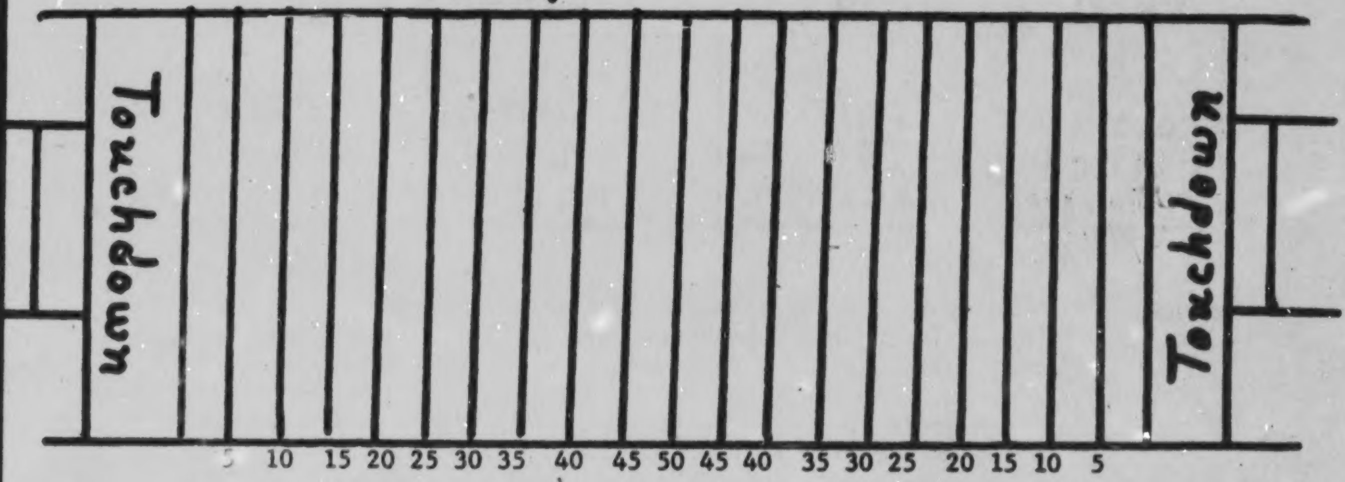
Back

Root word
settle

Sample yardline card

The ball is
on your 80
yardline

Sample Field


Touchdown
Touchdown
5 10 15 20 25 30 35 40 45 50 45 40 35 30 25 20 15 10 5

NAME OF GAME: Authors With Endings

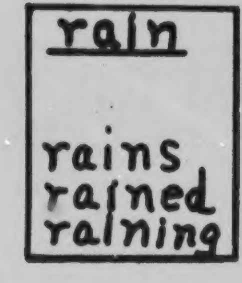
INSTRUCTIONAL LEVEL: 3 - 6

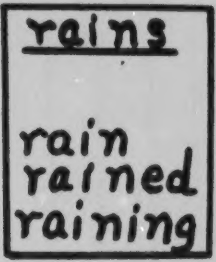
NUMBER OF PLAYERS: 2 - 6

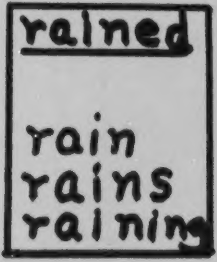
OBJECTIVE: To give practice in recognizing base forms and their inflectional endings.

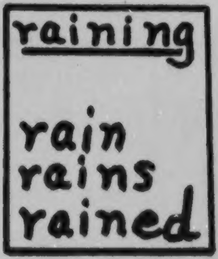
MATERIALS: 52 pieces of tagboard, each 2" x 3".

DIRECTIONS: Make four cards for each base form to be practiced. Write a different key word at the top of each card and the other three forms at the bottom of the card. See the examples below of cards for the base word rain.









PROCEDURE: Deal 6 cards to each player. The players sort their cards, placing the same root words together. Any player who has 4 cards with the same root word may make them into a "book" and lay that book down. The player to the left of the dealer calls for any of the three words listed below the key word on any card held in his hand. If another player holds the card containing the called word, he must give the card to the player who called for it. A player continues to call words as long as he draws a card from another player. When he fails to get a card he must draw from the pack and then discard. That ends his turn. The object of the game is to complete as many books as possible. The game may be ended at any time, and the player with the most books is the winner.

VARIATIONS: The same game can be used in gathering books of words

a) belonging to the same category (e.g., animals);
b) having the same word elements (e.g., prefixes, suffixes, consonant blends, etc.).

IMC NO__________

Submitted by Dorothy Konrad

NAME OF GAME: Animal Tails

INSTRUCTIONAL LEVEL: Primary

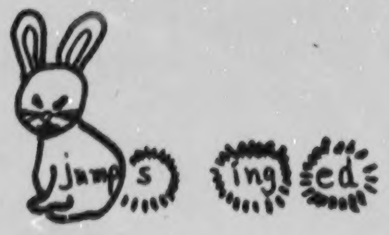
NUMBER OF PLAYERS: Individual or small group.

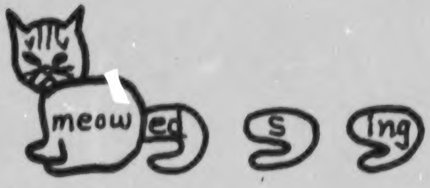
OBJECTIVE: To teach root word and ending skill.

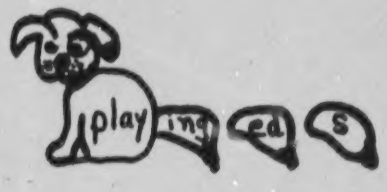
MATERIALS: Flannel board, tagboard, envelopes with flaps.

PROCEDURE:

1. Outline repeated animal forms with tails on heavy tagboard, using a felt tip pen. Print common verbs on the tagboard animals. Paste felt or sandpaper on backs so they will adhere to flannel board.
2. Cut off tails and print endings on them (ed, ing, s).
3. Place tails in envelopes labeled to match.
4. When animals are put on flannel board, a child participating uses one set of tails at a time, putting them on the animals and reading new words thus formed.

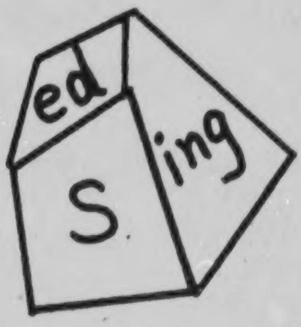


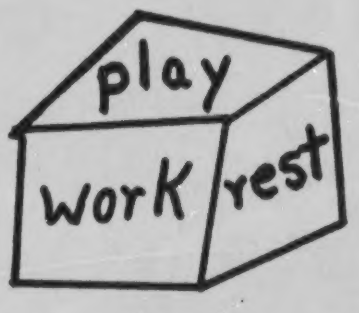




IMC NO__________

NAME OF GAME:	Toss Up (Skill area - Structural Analysis)
INSTRUCTIONAL LEVEL:	1 - 3
NUMBER OF PLAYERS:	2 - 4
OBJECTIVE:	Teaching suffixes -s, -ed, -ing.
MATERIALS:	Two cubes per group, verbs printed on one cube, verb endings (-s, -ed, -ing) on the other.
PROCEDURE:	Children take turns tossing cubes and reading the resulting words they form. Teacher can have each child use the words in sentences.





IMC NO____________

Submitted by Sandy Gallivan

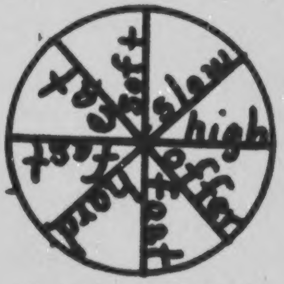
NAME OF GAME: Clothespin Suffix

INSTRUCTIONAL LEVEL: 2 - 4

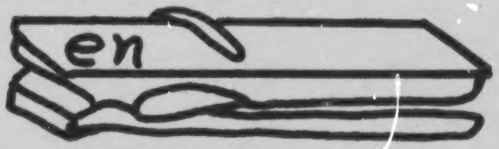
OBJECTIVE: To know which suffixes to use with base words.

MATERIALS: Cardboard, felt pen, pinch-type clothespins, manila envelope for completed materials.

DIRECTIONS: Cut a circle (12" diameter) from plain cardboard. Place words evenly around the circle as follows:



On the clasp end of each clothespin write with felt pen one of the following suffixes: ing; ed; 2 pins with er, 2 pins with en; and 2 pins with ly.



PROCEDURE: Can you make 20 different words by placing the clothespin suffix to make a new word? After placing each clothespin, list your new words on a sheet of paper. Check the answer sheet.

Answer sheet should include the following word lists:

fast
faster
fasten
fasting
fasted

eat
eaten
eater

soft
softer
softly
soften

slow
slowly
slower
slowed
slowing

high
highly
higher

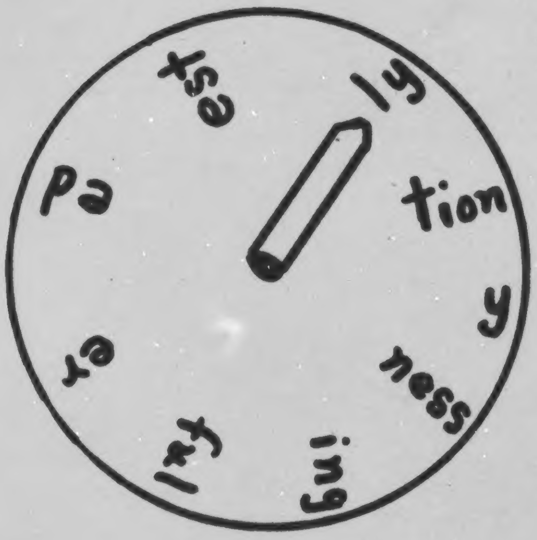
hard
hardly
harder
harden

offer
offering
offered

IMC NO__________

Submitted by M. Overton

NAME OF GAME:	Suffix Spin
INSTRUCTIONAL LEVEL:	2 - 3
NUMBER OF PLAYERS:	2 - 4
OBJECTIVE:	To give practice in forming words which have a suffix.
MATERIALS:	Heavy cardboard, a spinner.
DIRECTIONS:	Cut a circle from heavy cardboard about 10" in diameter. Attach a spinner to the center. Around the outer edge of the circle list different suffixes.
PROCEDURE:	Use the spinner. As a player spins the arrow, he must make a word that has the suffix in it (where the arrow stops). Then he must use the word that he names in a sentence. (Words such as her are not acceptable because er is not a suffix in this word.)
VARIATIONS:	Use same idea for teaching the prefix.



IMC NO__________

Submitted by Emilie Haas

NAME OF GAME: Expanding The Turtle

INSTRUCTIONAL LEVEL: 1 - 8

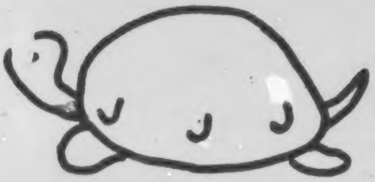
OBJECTIVE: Given a series of words, a child is able to

1. add endings (suffixes) to root words
2. add beginnings (prefixes) to root words

MATERIALS: Green cardboard, paper fasteners, 3 x 5 cards.

DIRECTIONS: Cut a turtle out of green cardboard, having the head and tail attached by means of paper fasteners so that each part moves.

At the bottom of the turtle shell punch three holes. Put a fastener from the back turning up the points on the front of the turtle to form a hanger.



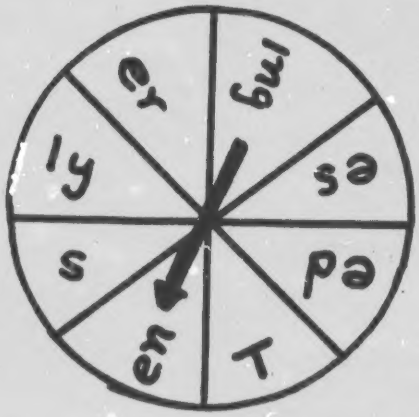
On 3 x 5 cards write the suffixes or prefixes, whichever are being learned.

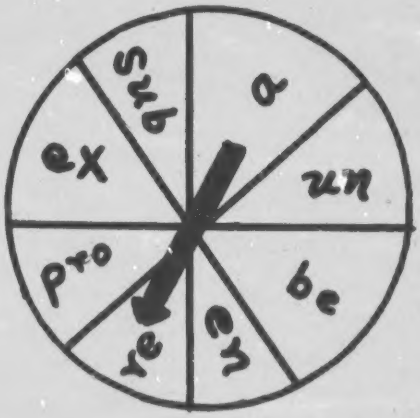
On another set of 3 x 5 cards write root words to which the prefixes or suffixes can be added.

PROCEDURE: Hang a root word on the center hanger of the turtle. Children find all the endings that go with that word. Say the word and the new word. Use them both in sentences.

When the root only shows, tuck the turtle's head and tail underneath. If suffixes are used, pull the tail out. If prefixes are used, pull out the head. If both are used, have both head and tail in sight.

VARIATIONS: A spinner could be used to select a word from the chart rack on which the suffix or prefix may be added.





IMC NO__________

Submitted by Bertha Stephens

NAME OF GAME: Compound Concentration

INSTRUCTIONAL LEVEL: 3 - 6

NUMBER OF PLAYERS: 2 to 4

OBJECTIVE: To provide practice in recognizing compound words and their parts.

MATERIALS: 3 x 5 file cards

DIRECTIONS: Write one part of a compound word on one side of each card. Type answers on an answer card.

PROCEDURE:

1. Cards are scattered face down on table.
2. First player turns two cards face up.
   - a. If the two cards make a compound word the player takes them and turns over two more cards.
   - b. If the two cards do not form a compound word, they are turned face down again, and the next player plays.
   - c. In the case of a challenge the answer card will be consulted.
3. Play continues until all cards are taken.
4. Player with the most words wins.

VARIATIONS: Use with syllables.

Use with affixes and roots.

IMC NO__________

Submitted by Stanley W. Leavell

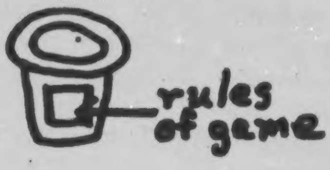
NAME OF GAME: Find A Word

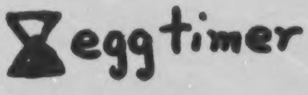
INSTRUCTIONAL LEVEL: 1 - 6

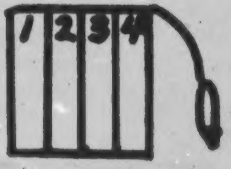
OBJECTIVE: When given a set of cards, the child is able to arrange the cards into compound words.

MATERIALS:

Cardboard paint bucket or other sturdy box
Egg timer
Plastic covered tally card and marking pen (made from a 3 x 5 piece of tag, contact paper.)
1" x 2" cards
Old workbook for pictures
Shoelace or plastic cord







DIRECTIONS: Write the procedure for the game on the outside of the bucket or box. Make cards containing half a compound word either in picture form or word form

Make the tally card by lining the tag in columns for four players. Cover it with contact and attach the marking pen with the shoelace.

PROCEDURE: Child who is IT dumps all the cards onto the table, turns the egg timer over and proceeds to match as many cards making compound words as possible before the timer runs out. He then counts how many words he made and marks it on the tally sheet. He replaces the cards in the bucket and passes it on to the next player. The game continues for either a set number of points or a given period of time.

VARIATIONS: Set 1 cards contain pictures for beginning first.
Set 2 cards contain words appropriate to the reading level of the group.
The same basic equipment may be used with any set of cards. For example:

syllables
af ter

contractions
can't cannot

vocabulary words
big large

IMC NO__________

Submitted by Jo Ellen Moore

NAME OF GAME: Mix and Match

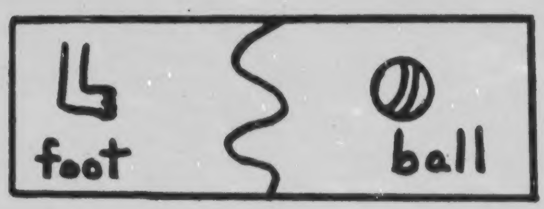
INSTRUCTIONAL LEVEL: 1 - 5

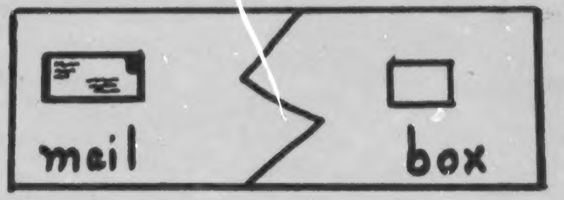
NUMBER OF PLAYERS: 1 - 2

OBJECTIVE: Given simple words the child can match words together in order to make compound words.

MATERIALS: 3 x 8 inch tagboard strips; pictures cut from old workbooks; manila envelope.

DIRECTIONS: Paste on each tagboard strip two pictures which together make up a compound word. Paste the pictures at opposite ends of the strip. Under each picture write the word. Cut the strips into two pieces making the cut different shapes like the pieces of a jigsaw puzzle. Write the caption on the envelope, and put the strips into it.





PROCEDURE: The child puts together the pictures and words to make compound words. This activity is self checking because only the correct pieces will fit together.

VARIATIONS: Cut the tagboard strips in half with a straight cut. This allows for more variations of the words which can be made.

IMC NO__________

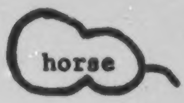
Submitted by Shirley Bechtel

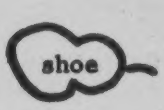
NAME OF GAME: Paired Relay

INSTRUCTIONAL LEVEL: 1 - 6, Remedial

OBJECTIVE: Review of compound words.

MATERIALS: Twice as many construction paper pears as there are members of the group. Each pear contains one part of the combination, as in





PROCEDURE: One half of each combination is laid at the goal line. The other half is given to each runner. The group is divided into teams. The runner must run to the goal, find a pear that fits, as in "horseshoe" and return to tag the next runner.

VARIATIONS: Review of opposites
synonyms
prefixes
suffixes, etc.

IMC NO__________

Submitted by Carlota Smith

NAME OF GAME: Compound Match

INSTRUCTIONAL LEVEL: 2 - 6

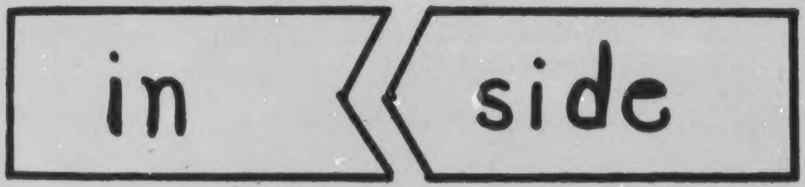
NUMBER OF PLAYERS: 2

OBJECTIVE: To read compound words.

MATERIALS: Different color tagboard, timing device, list of compound words.

DIRECTIONS: Write compound words on tagboard, then cut the words out so that one side of the word fits together with another word to make a compound word.

EXAMPLE:



PROCEDURE: Duplicate puzzles are spread out on a table. Two students play against each other to see who can make the most compound words in the time given. The children may check their words by seeing if the numbers on the back are the same.

IMC NO__________

Submitted by Jeri Kinion

NAME OF GAME:	Visible Syllable
INSTRUCTIONAL LEVEL:	3 - 8
NUMBER OF PLAYERS:	2 - 3
OBJECTIVE:	Enable children to see as well as hear syllables and accent.
MATERIALS:	List of multi-syllabic words. Tape recorder.
PROCEDURE:	Place a tape in the recorder and set on "record". Have two or three students sit so that they can see the volume indicator (usually a dial hand or occasionally a flickering light). One student reads a multi-syllabic word slowly into the microphone and another records the number of times the indicator moves or the light flashes as the word is spoken. The children can see that the indicator moves for greater volume on the accented syllable. The accented syllable can be marked the second time the word is spoken.

IMC NO__________

Submitted by Connie Merz

NAME OF GAME: "One or Two Syllables?"

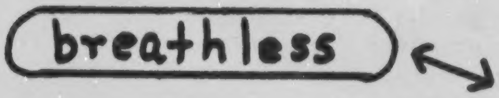
INSTRUCTIONAL LEVEL: 3 - 4

NUMBER OF PLAYERS: 2

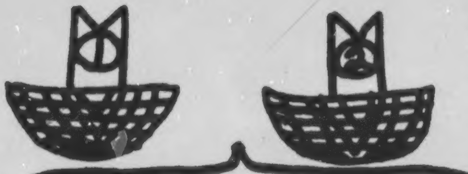
OBJECTIVE: To identify syllables.

MATERIALS: 1 box; 2 plastic breadbaskets or containers; 2 plastic or wooden clothespins; enameled tongue depressors; cards for numbers on clothespins; Card A.

DIRECTIONS: Print or type numbers 1 and 2 on clothespins and clip to containers. Then type the directions on Card A → "Some words have one part. Find them. Some words have two parts. Find them. Put them in the baskets."



Print words on enameled tongue depressors.
mine, whine, wide, hide, slide, sky, try, fairy, funny, came, circus, fill, cry, my, sleepy, hold, colt, gold, sold, refill, paint, wise, unwise, breathless, coat, boat, cream, please, play, thickness, airplane, leather, brother, shelter, etc.



Baskets with number of syllables on them.

PROCEDURE: Read the word. Then place the word in the proper basket according to the number of syllables the word has. Two may work together as a self-checking device.

VARIATION: Include more baskets so words with more syllables may be used.

IMC NO___________

Submitted by Sarah Reynolds

GAMES TO USE IN TEACHING
WORD MEANINGS

NAME OF GAME: Using Opposites (Vocabulary)

INSTRUCTIONAL LEVEL: K - 2

NUMBER OF PLAYERS: 1 or more

OBJECTIVE: To learn to understand and use words that are opposites.

MATERIALS: Chalkboard and chalk.

DIRECTIONS: None

PROCEDURE: A list of words is written on the chalkboard under the heading Column 1. Then a second list of words opposite in meaning to those in the first list is written in Column 2. Example:

Column 1	Column 2
yes	out
new	under
over	no
boy	old
hello	girl
in	goodbye

The first child selects a pair of opposite words to be used orally in a sentence.

I am a boy.   My sister is a girl.

When a child has correctly used a pair of opposites in a sentence, he may erase his words and call upon another child to select and use a pair of opposites.

IMC NO____________

NAME OF GAME: What Am I?

INSTRUCTIONAL LEVEL: K - 3

NUMBER OF PLAYERS: 1 - 2

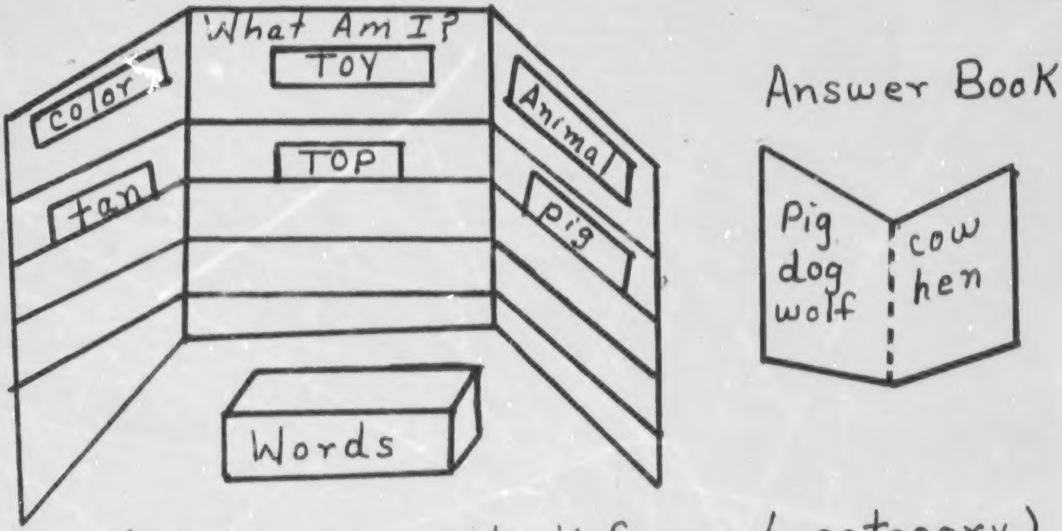
OBJECTIVE: Classifying Words

MATERIALS: Three pieces of chipboard or cardboard and binding tape, or one large piece of cardboard; butcher paper, plastic acetate, word cards, box to fit word cards, "answer book" for each category.

DIRECTIONS: Bind chipboard or cardboard together to form stand-up board (or just lean single piece of cardboard against wall). Using butcher paper and binding tape or masking tape, make three sections of folded slots into which will fit the word cards. At the top of each section, make an acetate "window" into which will go the name of the category of words being classified. Prepare word cards according to any category and classification desired.

PROCEDURE: Child chooses word card from box. He reads card, and selects proper category, placing this card in a slot under the correct section. After all words have been placed, he consults answer book for each category, making any changes necessary.

VARIATIONS: Since category names are interchangeable, any categories can be used.



(Make answer book for each category.)

IMC NO__________

Submitted by Elaine Smith

NAME OF GAME: "The Riddle Game"

INSTRUCTIONAL LEVEL: First Grade

NUMBER OF PLAYERS: 2

OBJECTIVE: Word Definition and Comprehension.

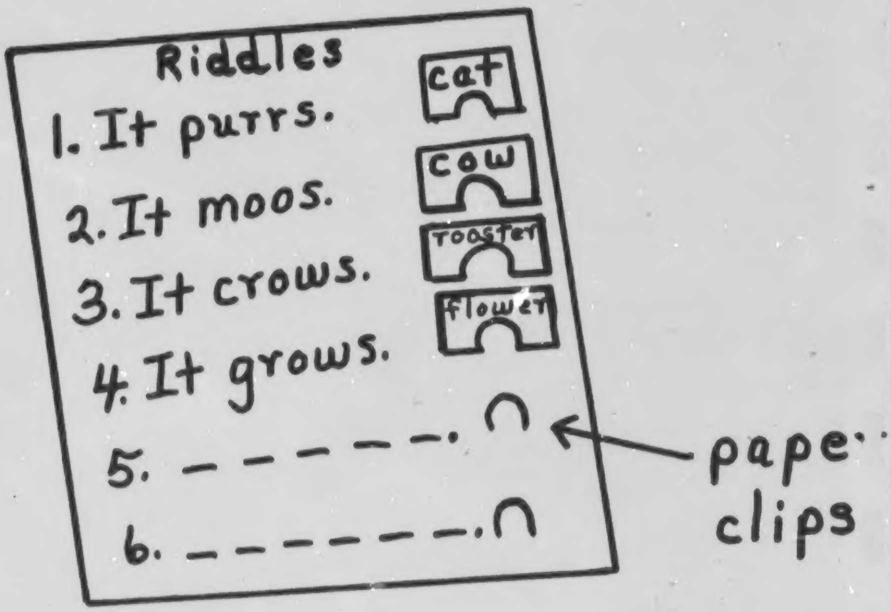
MATERIALS: Tagboard; felt-tipped pens; small pictures from magazines; paper clips.

DIRECTIONS: Print riddles on tagboard. Have the answers in word form and in pictures on small cards.

PROCEDURE: Have the child match the riddles with the picture card answers. Two children can take turns. You can use the game first with the picture cards and then as the child advances, use the word cards. You can have a self-check on the back of the game. The activity can be made more difficult for other grade levels.

Some riddles you may use:

"You ride in me."	car
"You tell time by me."	clock
"You use me in the bath."	soap
"You comb me."	hair
"You eat me."	food
"You throw me."	ball



IMC NO__________

Submitted by Sandy Gallivan

NAME OF GAME: Match-O

INSTRUCTIONAL LEVEL: Kindergarten - 1st Grade

NUMBER OF PIAYERS: Small group

OBJECTIVE: To provide practice in classifying related items.

MATERIALS: Four fairly large pictures mounted separately on oaktag (each picture represents one of the four seasons); set of small picture cards for each season; for instance, for the winter season the cards could show a sled, a snowman, and earmuffs.

PROCEDURE: Space the four large pictures along the chalk tray. The small cards are distributed to the group. Each child in turn, places his card to the right of the large picture with which he has matched it. For example, the child holding the small picture of a swimming suit would place it to the right of the large picture representing summer.

VARIATIONS:
(1) Instead of the chalk tray, the pockets of a word card holder may be used.
(2) This is a good game for individual practice.

IMC NO__________

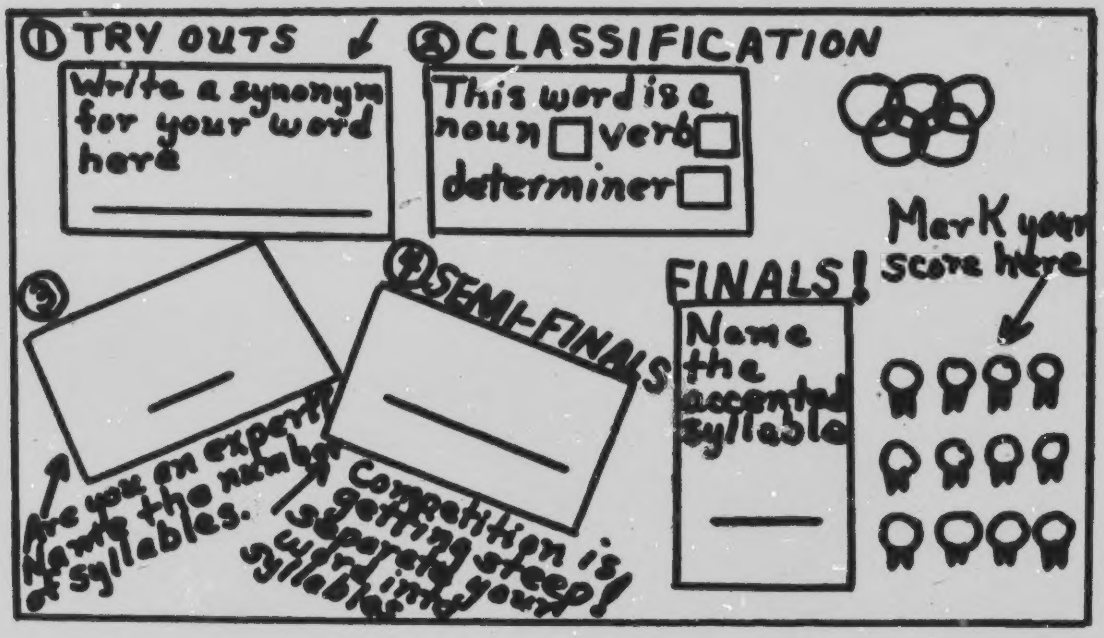
Submitted by Nine Guiang

NAME OF GAME: Word Olympics

INSTRUCTIONAL LEVEL: 3 - 5

OBJECTIVE: When given four vocabulary words, the child will write a synonym, classify the word as to noun, verb, describer, separate it into syllables, and name the accented syllable to become a WORD EXPERT.

MATERIALS: 1 large sheet of tagboard, colored markers, word cards, contact paper, or laminating machine.


① TRY OUTS
Write a synonym for your word here
② CLASSIFICATION
This word is a
noun ☐ verb ☐
determiner ☐
③
Are you an expert? Name the number of syllables.
④ SEMI-FINALS
Competition is getting steep! Separate your word into syllables
FINALS!
Name the accented syllable
Mark your score here

PROCEDURE: Child draws word from stack of reading vocabulary cards. He goes to first step and completes task, writing answer in marker pen on the playing board. When finished, he checks answer sheet. If answers are all correct, he is Gold Medal winner, one wrong-Silver Medal, two wrong-Bronze Medal. Child keeps score by circling medal earned for each word.

IMC NO__________

Submitted by Mary Ann Marnell

NAME OF GAME: Unfold A Word

INSTRUCTIONAL LEVEL: Intermediate

NUMBER OF PLAYERS: Whole Class

OBJECTIVE: To teach word building skill.

MATERIALS: Narrow strips of paper, pencils.

PROCEDURE:

1. Give a strip of paper to the first person in each row. He writes any letter of the alphabet on left-hand end and folds it over so letter is hidden. He then passes it to the person behind him who must write a vowel and fold the paper. In this manner, the strip makes its way down the row, one player writing a consonant, the next player, a vowel.
2. When the paper reaches the last person in the row, he unfolds it and makes as many words as possible from the letters.
3. Playing continues until each one in the row has had a turn to make words. One point is given for each word up to 5 letters, and ten points are given for words having six or more letters.

Example: bufaged bud, age, aged, fudge, etc.

IMC NO__________

Submitted by Salvador Horquita

NAME OF GAME: Antonym Old Maid

INSTRUCTIONAL LEVEL: 1 - 8

NUMBER OF PLAYERS: 2 - 4

OBJECTIVE: The child is able to match antonyms correctly.

MATERIALS: 3" x 5" file cards. Marking pen.

DIRECTIONS: Write matching pairs of antonyms on file cards; one word on each card. Write "Old Maid" or some equivalent on a single card.

PROCEDURE: Cards are shuffled and distributed to all players. Each player in turn picks a card from the hand of the player on his right. Each player lays down pairs of antonyms to make books. The player who is left holding the Old Maid loses.

VARIATIONS: Make decks with synonyms, rhyming words, etc.

IMC NO__________

Submitted by Stanley W. Leavell

NAME OF GAME: Twin Bells

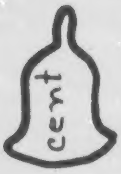
INSTRUCTIONAL LEVEL: 1 - 3

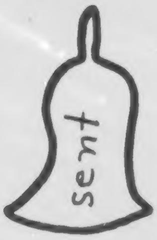
NUMBER OF PLAYERS: 2 - 6

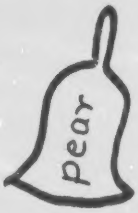
OBJECTIVE: To reinforce the concept of homonyms.

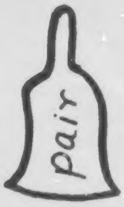
MATERIALS: Cards cut in the shape of a bell and a toy bell.

PROCEDURE: Print words on the cards and spread the cards upside down on a table. The first child draws a card, then draws another one. If the words on the cards sound alike, the child gets to ring the bell. If not, he turns both cards over on the table and the next child takes his turn. The child gets to keep the bell cards that sound alike and the one with the most twins wins.









IMC NO__________

Submitted by O. Mack

NAME OF GAME: Crossword Puzzles and More Crossword Puzzles--Example Game--Find the Thirteenth Word

INSTRUCTIONAL LEVEL: 3 - 8 -- depending on words used.

NUMBER OF PLAYERS: 1 per board

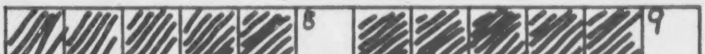
OBJECTIVE: To give students practice in using the words and to develop vocabulary.

MATERIALS: Instead of constantly making crossword type dittos, construct a permanent crossword puzzle board. You need the following: 12" square piece of plywood; white paint; spray varathane plastic finish; black permanent marker. To use board, have water color marking pens, a grease pencil, envelope and paper.

DIRECTIONS: Paint board; mark out 144 one inch squares with black permanent marker; spray entire board with 3 or 4 coats of varathane. Be sure to let each coat dry first. Tape envelope on back side of board. On finished board mark out sample game with grease pencil as shown.

PROCEDURE: With sample clues have student work out crossword puzzle to find the thirteenth word using a water color marking pen. When he has found the thirteenth word, have him check his answer in the envelope; then have him wash off his answers with a damp sponge and your grease pencil clues remain. When you wish to remove grease pencil clues, rub lightly with denatured alcohol.

SAMPLE GAME:



Crossword Puzzle Games - Continued

VARIATIONS: The use of the permanent crossword board has no end. Use different crossword books using the permanent board so the books may be used over and over. Have students make up their own crossword puzzles to stump their friends.

Find the thirteenth word. Some of the letters are already supplied for you. Use the words supplied for you at the bottom of the page.

CLUES

Across

2. What is here is__________.
3. You take it in a tub.
5. Your mom.
10. Now and__________.

Down

1. A way through the woods.
3. Opposite of sister.
4. Three times.
5. A short word for mathematics.
6. Your dad.
7. Opposite of fat.
8. February for example.
9. Happy__________day to you.

mother
path
math
thin
there
brother
father
then
month
bath
birth
thrice

MATERIALS IN I.M.C.: Board, grease pencil, permanent markers.

IMC NO__________

Submitted by Carole Ladd

NAME OF GAME: Checkers

INSTRUCTIONAL LEVEL: 1 - 6

NUMBER OF PLAYERS: 2

OBJECTIVE: Building vocabulary.

MATERIALS: Tagboard or regular checker set; two sets of markers. Each set a different color with twelve in each set. Can use regular checker set, buttons, beans, etc.

DIRECTIONS: In the squares where the checkers are to be placed and moved, print each word right side up and upside down so both players can read it.

PROCEDURE: Play checkers in the usual way, but they must be able to read the word or they cannot move into that space.

VARIATIONS: Science and social studies words may be learned this way.

IMC NO__________

Submitted by Faye Ann Willett

NAME OF GAME: The Leaves Are Falling

INSTRUCTIONAL LEVEL: 2 - 5

NUMBER OF PLAYERS: 2 - 4

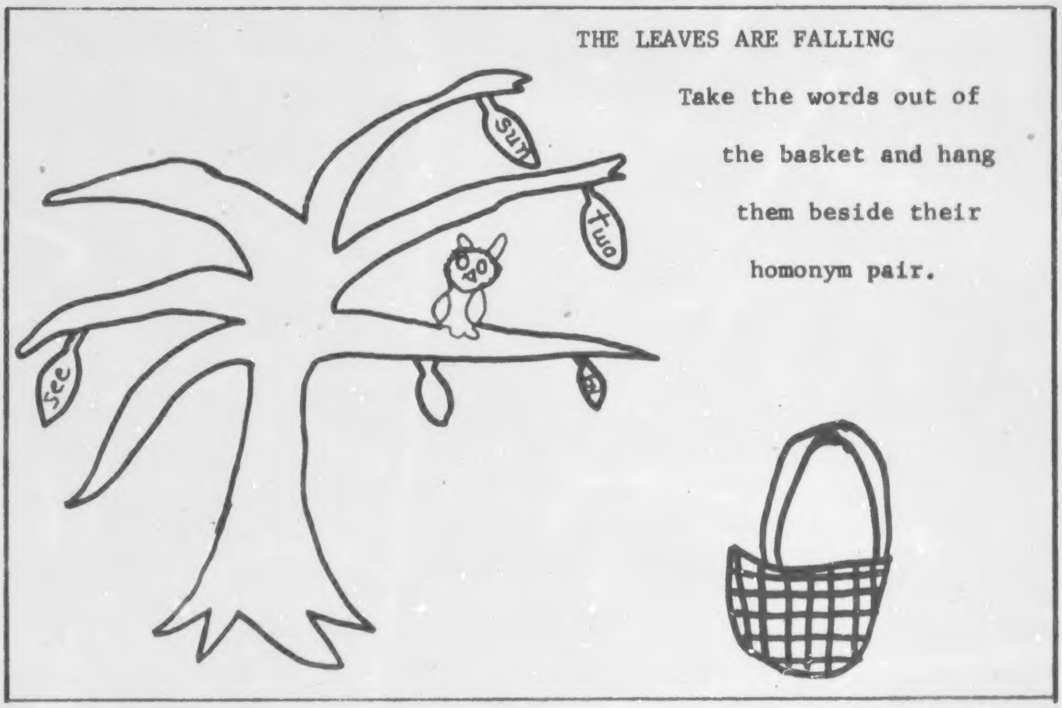
OBJECTIVE: To develop recognition of word meanings.

MATERIALS: Poster board 22" x 28" - several pieces of different colors; brads; hole punch; 1" wide plastic binding tape; marking pens.

DIRECTIONS: Draw a tree on one of the large poster boards. Leaves can either be drawn on the branches or cut from poster board and glued onto the branches. On each leaf write a homonym. On the stem of each leaf place a brad. Cut other leaves from the colored poster board and write homonyms on them. Punch a hole in the stem of each leaf.

Make a basket pocket from poster board. Tape basket onto large poster board with plastic binding tape. Tape only on three sides so that a pocket is formed in which the leaves will be kept.

Make two owls from poster board and tape the two together at the top. Glue the bottom of one of the owls onto the bottom branch. Write the homonym pairs on the inside of the owl when the top owl is lifted.



THE LEAVES ARE FALLING

Take the words out of the basket and hang them beside their homonym pair.

The Leaves Are Falling - Page 2

PROCEDURE: The child takes the leaves from the basket and places the corresponding homonym on the brad beside each leaf drawn on the tree. The child then lifts up the owl and checks his work.

MATERIALS IN I.M.C.: Poster board, brads, hole punch, plastic tape, pattern for owl and basket.

IMC NO__________

Submitted by Shirley Bechtel

NAME OF GAME: Vocabolero

INSTRUCTIONAL LEVEL: 4 - 6

NUMBER OF PLAYERS: 2 - 4

OBJECTIVE: To develop skill using synonyms.

MATERIALS: Tagboard, magic markers.

DIRECTIONS: Draw a spiral path from start on the outside to end on the inside. Take pairs of synonyms. Put one of each pair in a station on the path and the other in the center of the tagboard. May draw pictures to illustrate station.

PROCEDURE:

1. Players roll dice to move markers around the board.
2. When a player lands on a square he must say the word correctly and give the correct synonym from the center. If he is unable to do so, he must move back to the nearest yellow square.
3. Other players may challenge his answer and selection.
4. To finish, a player must roll the correct number to land on the last square.

VARIATIONS: The game may be played wherein if a player lands on an occupied square, the player on that square is "bumped" back one square. If a player is "bumped" into another player, that player is "bumped" back one square also.

IMC NO__________

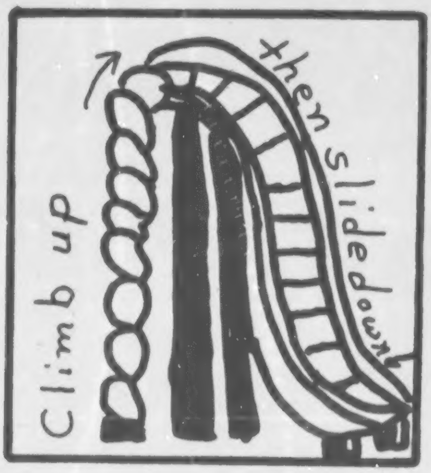
Submitted by Faye Ann Willett

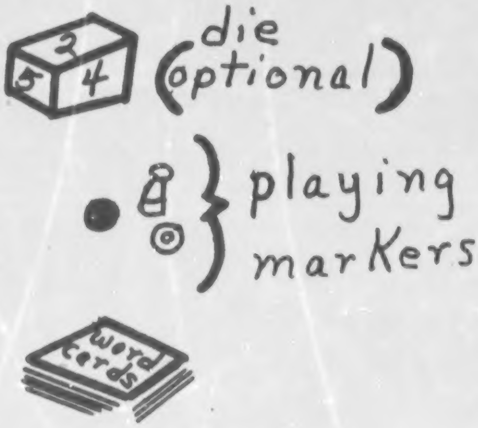
NAME OF GAME: "Climb Up--Then Slide Down!"

INSTRUCTIONAL LEVEL: 1 - 6

OBJECTIVE: When child uses words in sentences, he builds vocabulary.

MATERIALS: Sheet of tagboard (any game-board size), contact paper (or have it laminated), markers, 3" x 5" cards, sponge die with numbers 1 - 6, and felt tip pens.





DIRECTIONS: Draw above picture including name of game on gameboard. Add color to make it attractive. Laminate or cover it with clear plastic. Make word cards for each different level used. Put "Rules" on back. (Color code word cards for levels.)

PROCEDURE:

1. Child who throws highest number starts.
2. Child reads the card and then uses the word in a sentence. Child gets to move one step if he says the word. He gets to move another step if he uses the word in a sentence.
3. First child off slide wins.

VARIATIONS: Game can also be used for other cards including direction cards!

IMC NO__________

Submitted by Sandra Sockol

NAME OF GAME: Concentration (Vocabulary Game)

INSTRUCTIONAL LEVEL: 1 - 6

NUMBER OF PLAYERS: 1 - 2

OBJECTIVE: To be able to match words of the same or opposite meaning.

MATERIALS: Tagboard, marking pens, laminating material (contact paper, both clear and patterned).

DIRECTIONS: Cover one side of the tagboard with the patterned contact paper. Cut tag into pieces the size of a standard playing card. Write words (pairs) that are synonyms (or antonyms) on the cards. Cover the words with clear contact for durability.

PROCEDURE: Place the cards face down on a desk in rows. The first child turns up two cards; if they are synonyms, he keeps the cards and continues to play, stopping when he can no longer match cards that are synonyms. The object is to have the most cards in your stack at the end of play.

VARIATIONS: Compound words, contractions, vowel sounds, beginning and ending sounds, digraphs, blends and math combinations.

IMC NO___________

Submitted by J. Brandlin

NAME OF GAME: Two of a Kind

INSTRUCTIONAL LEVEL: 3 - 5

NUMBER OF PLAYERS: 2 to 4

OBJECTIVE: To teach recognition of words in the same category or classification.

MATERIALS: Forty-eight 3 x 4 inch cards with one word or phrase on each, which can be placed in categories, such as:

(games) -- baseball, hide & seek, tennis
(winter) -- cold, snow, ice, snowman
(time) -- today, now, soon, later
(round things) -- circle, wheel, tire, dime

DIRECTIONS: Deal each player four cards and put the rest of the cards face down in a pile on the table. Each child in turn takes one card, trying to match it with a category in his hand. He may place down any pair that he was dealt, replacing them by drawing from the pile so that he has 4 cards in his hand. The matched pairs are placed on the table in front of the players. If he can pair his cards, he continues to draw until he cannot pair any cards. The player with the most pairs when all the cards in the center have been drawn is the winner.

VARIATION: This game might be used with words from other subject areas, such as Social Studies (minerals, bodies of water, cities, etc.).

IMC NO__________

Submitted by Salvador orquita

GAMES TO USE IN TEACHING COMPREHENSION SKILLS

NAME OF GAME: "Race-Track"

INSTRUCTIONAL LEVEL: 2 - 6

OBJECTIVE: Comprehension--Context Clues

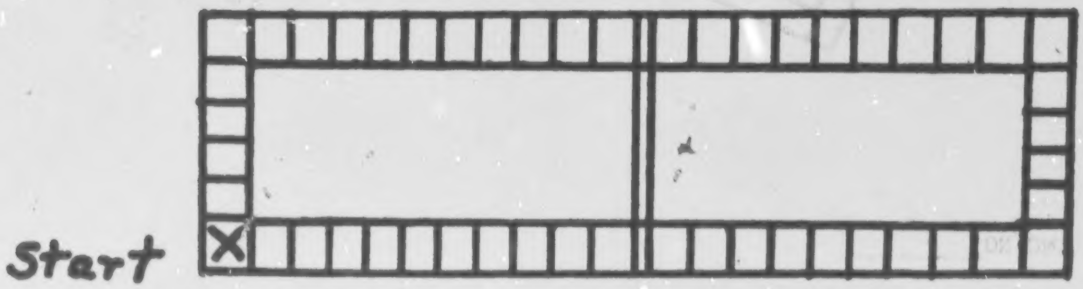
MATERIALS: Two pieces of chipboard (12 x 18). These are to be put together with mystic tape so that the board is 24 x 18 inches. This enables the board to be folded for easy storage.

A toy racing car or marker for each child.

PROCEDURE: Each player has a stack of cards. Cards are placed face down on the table in front of the board. Race cars are placed on the start position. The first player begins by turning up his first card and reading it aloud, including the missing word. If he is unable to read the sentence, he is not allowed to move his car. The player who reaches finish first is the winner.

Sample cards: (Adjust to the reading level desired.)

The sun is______________this spring day.
The leaves______________from the trees.
Look at the little black______________.
We______________the birthday presents from him.
Do you want to sit______________to me?
I will put the apples in this______________.
Dad wants to______________our house.
Can you______________over and touch the floor.
I______________that I could have a party.
Will you______________me your bicycle?
The hard wind______________the branches.
Did you see the driver______________his car lights?
Dad will put some money in the______________.
My friends have______________hair.
The light______________may turn into rain.
Who will______________the mud from the floor?
The man is as big as a______________.
The______________is an animal with long legs.
I use a______________when I eat my dinner.
There is a______________of dust in my eye.
The men are______________the sheep from the meadow.



IMC NO__________

Submitted by Connie Merz

NAME OF GAME: Learning To Remember

INSTRUCTIONAL LEVEL: 2 - 6

NUMBER OF PLAYERS: 1 - 2

OBJECTIVE: Comprehension -- Visual Memory

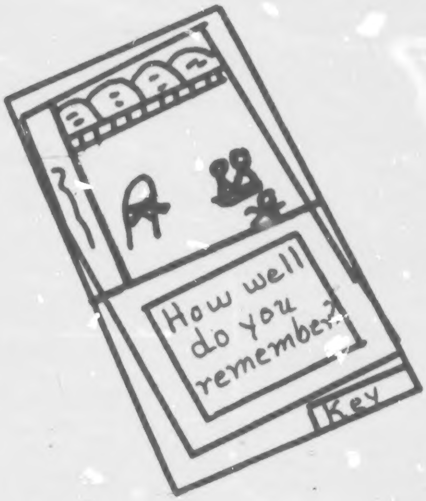
PROCEDURE: Look carefully at the picture. Then turn the flap up and follow the directions. When the flap is folded back, it should cover the picture. Directions such as these are printed inside the flap:

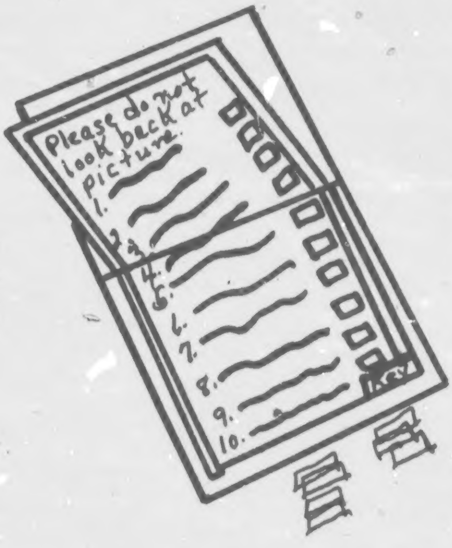
PLEASE DO NOT LOOK BACK AT THE PICTURE.

Answer yes or no to the questions. _____ _____ _____

a. A boy was cleaning an eraser out of the window.
b. A little girl fell off the teeter-totter.
c. The teacher was not on the playground.

About ten questions with the key is suggested. For the lower grades, the exercises should be quite simple and only pictures with few details should be used.


How well do you remember?
Key


Please do not look back at picture
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Key

IMC NO__________

Submitted by Connie Merz

NAME OF GAME: Is This A Sentence?

INSTRUCTIONAL LEVEL: 1 - 6

NUMBER OF PLAYERS: 1 - 2

OBJECTIVE: To give practice in recognizing sentences.

MATERIALS: Index cards; red and yellow tissue paper; 2 shoe boxes; smaller box to hold index cards.

DIRECTIONS: On index cards write a sentence or part of a sentence. Color code back of card with red if sentence, yellow if part of sentence. Cut slots on tops of boxes. Cover one with red tissue and mark sentence. Cover the other box with yellow and mark part of sentence.

PROCEDURE: Have index cards mixed together in box and have student draw one card at a time and put in appropriate box. Have students check answers by opening the boxes and check color coding.

VARIATIONS: Players can be divided into 2 teams. Each player takes his turn drawing a card and holding it so the other team can see the color code as he decides whether it is a sentence or sentence part. The team with the greatest number of right answers wins.

IMC NO__________

Submitted by Carole Ladd

NAME OF GAME: Catch Me If You Can

INSTRUCTIONAL LEVEL: 2 - 8

NUMBER OF PLAYERS: Group

OBJECTIVE: Supplying words in context; developing listening skills and reading comprehension.

MATERIALS: Books, dittos, or any kind of reading material, pencil and paper.

DIRECTIONS: Teacher instructs children to listen carefully while she reads because she will omit a word from each sentence she reads. Children are to write down the word that was omitted.

PROCEDURE: Teacher passes out reading material, paper and pencils. Teacher reads slowly and stops at the end of each sentence, giving the children a chance to write the missing words. When the teacher is finished reading, she can have children read the missing words back to her.

IMC NO__________

Submitted by Olga Mack

NAME OF GAME: Story Puzzle

INSTRUCTIONAL LEVEL: 1 - 8

NUMBER OF PLAYERS: 1 or more (A packet must be available for each child.)

OBJECTIVE: To help children develop skill in simple outlining and sequential ordering.

MATERIALS: Envelopes (to store cut up strips on which are written the main points of the story); a copy of the correct sequential order so that children can check the correct order. The main points may be written on tagboard for a larger group or may be placed in chart holder for the group to read.

PROCEDURE: Read a story to the children or tell the children a story.
Distribute the main points of the story.
Direct children to arrange sentences in the correct order.
Ask pupils to arrange the sentences in the proper order and draw pictures to "show" the story as it happened.
Children may place pictures in a folder for checking.

VARIATION: Children may be assigned a story to read. The main points might be already written. They could copy them in the correct order.

IMC NO____________

Submitted by Bertha Stephens

GAMES TO USE IN TEACHING
DICTIONARY AND STUDY SKILLS

NAME OF GAME: The Dictionary Game

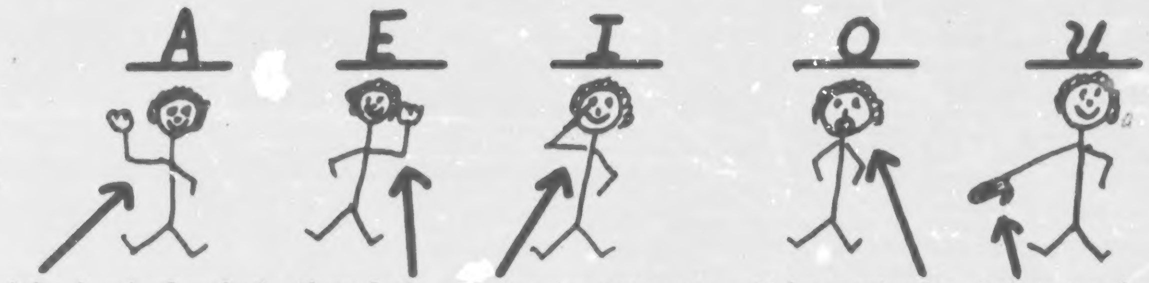
INSTRUCTIONAL LEVEL: 1 - 6

OBJECTIVE: When given a word in coded symbols the child is able to locate the word in the dictionary and answer the teacher's question.

Questions will vary depending upon skill being drilled.

MATERIALS: Every child needs a dictionary. It helps if each child has the same edition, but it is not absolutely necessary. Every child needs a piece of scratch paper.

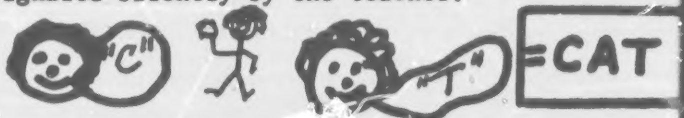
VOWEL CODE



ight hand clenched then left Point to your eye Make a circle with mouth Point to the class

DIRECTIONS: Explain to the children that you will spell out a word using the code. You will say each consonant orally but each vowel in the word will be signaled silently by the teacher.

PROCEDURE: Spell a word in code:



The students write down the letters and [illegible] the word up in their dictionary. When the student locates the word he puts his finger on it (so that he won't lose it) and raises his hand.

The teacher looks at the child with his hand up and points to him as he gives the child a number orally. (1, 2, 3...) The child remembers his number and puts his hand down immediately. Each child in the class finds the word and gets a different number.

Then the teacher asks for the secret numbered child to tell him what the word is. (Having secret numbers gives the slower students a chance to be called on.) The teacher asks the child a question. i.e., "What are the guide words on this page?"

A right response wins a point for that child's team. A wrong response and that child loses his chance to get a point for that child's team. Then #1 tries to answer, then #2 and so on until the question for that word is answered correctly.

Everyone starts over for every new coded word.

The Dictionary Game - Continued

VARIATIONS: The game may be varied depending upon the skill being drilled.

For example: How many syllables does this word have? Where are the accent marks on this word? What is the "a" sound in this word? How many meanings does this dictionary give for this word?

IMC NO__________

Submitted by Anne Bagby

NAME OF GAME: "Dictionary Fun"

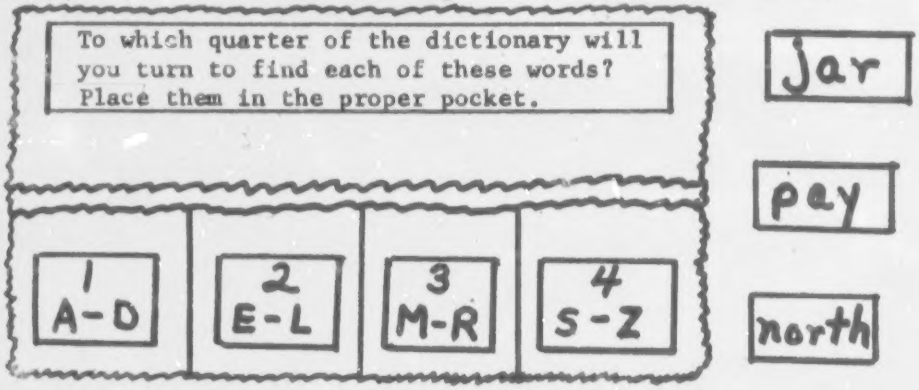
INSTRUCTIONAL LEVEL: 3 - 4

NUMBER OF PLAYERS: Individual or partner participation.

OBJECTIVE: To develop dictionary skills.

MATERIALS: Bright-colored flannel pockets; oak tag cards, large enough to fit the flannel pockets; and 1 small box to hold cards.

DIRECTIONS: Type these directions on large card in center of flannel:



To which quarter of the dictionary will you turn to find each of these words? Place them in the proper pocket.

On the cards, type these words or words from a list of your own:

jar, pay, north, umbrella, save, gloom, zip, yell, teeth, open, family, zoo, easy, help, tonight, valley, young, large, valentine, x-rays, rain, although, windmills, near, gate, pack, green, because, calling, barrel, until, lady, ring, etc.

PROCEDURE: Mix the cards in the box and have the student place them in the right pocket. Two may work together as a self-checking device.

IMC NO____________

Submitted by Sarah Reynolds

NAME OF GAME: Alpha-bet

INSTRUCTIONAL LEVEL: 3 - 8

NUMBER OF PLAYERS: 2

OBJECTIVE: When given a list of words appropriate to his reading level, the student will be able to arrange them in alphabetical order using the first letter.

MATERIALS: Word cards (two sets with one word on each card) such as:

heat
x-ray
door
lake
jig
you
uncle
berry
queen
outer
rope
walk
ton
cotton
money
gun
seed
zoom
arm
nine
ill
kite
pony
vine

PROCEDURE: Two players, matched according to abilities, are given a set of cards. At a given signal, each player arranges his cards in alphabetical order. When the players have completed their arrangements, a final check is made by the teacher or a designated leader. The first child to complete his arrangement correctly is the winner.

VARIATIONS: Alphabetical arrangement by second, third, etc., letters.

NOTE: This activity can be made self-checking by including a key for each word pack.

IMC NO__________

Submitted by Connie Merz

NAME OF GAME: Alphabet Train

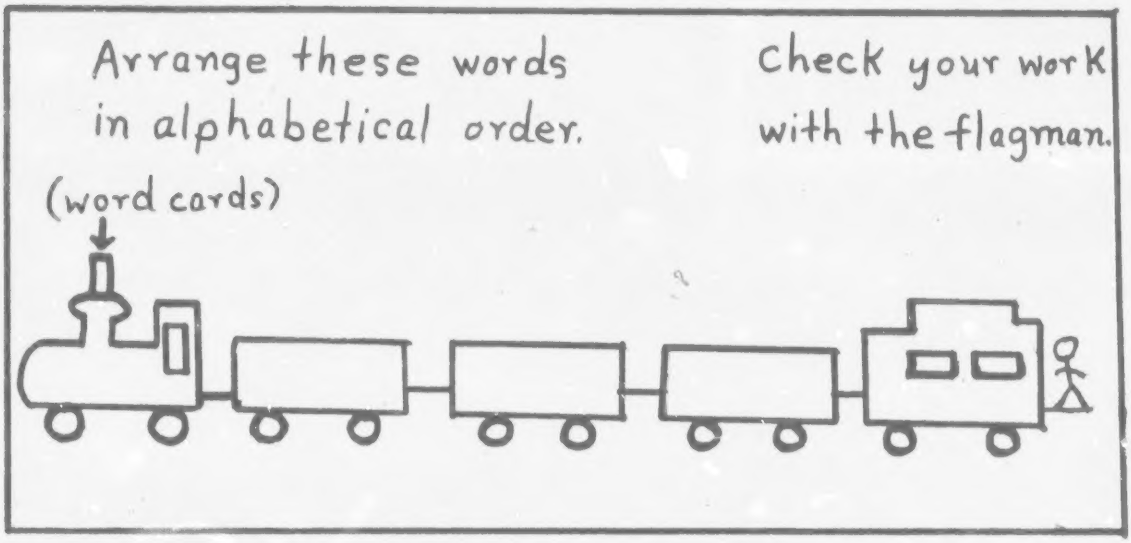
INSTRUCTIONAL LEVEL: 1 - 6

NUMBER OF PLAYERS:

OBJECTIVE: When given words beginning with different letters, the child is able to arrange them in the correct alphabetical arrangement.

MATERIALS: 1 piece of poster board 22" x 28"; 5 pieces of poster board 7" x 7"; 1 piece of tagboard 2" x 9"; 1" wide plastic binding tape; 3" x 5" cards; marking pens.

DIRECTIONS: Cut engine, cars, and caboose out of 7" x 7" poster boards. Tape the sides and bottoms of cars to large poster board forming pockets. Leave the right side of the caboose free. Write the captions on the board. Cut the 3" x 5" cards in half lengthwise. Write the words to be alphabetized on these cards. Write the answers on the 2" x 9" piece of tagboard. Draw a flagman at the right end of the strip of tagboard.


Arrange these words in alphabetical order.
Check your work with the flagman.
(word cards)

PROCEDURE: The child takes the word cards out of the smoke stack and arranges them alphabetically in the cars. Then he pulls the flagman out from the end of the caboose and checks his work.

VARIATIONS: The game may be varied in difficulty by making different sets of word cards. For example:

Orange cards:	words to be arranged in alphabetical order to the second letter.
Red cards:	words to be arranged in alphabetical order to the third letter.

IMC NO__________

Submitted by Shirley Bechtel

NAME OF GAME: Envelope Alphabet Game

INSTRUCTIONAL LEVEL: Intermediate

NUMBER OF PLAYERS: 1 - 2

OBJECTIVE: To teach alphabetical order.

MATERIALS: 3 x 5 inch cards, envelopes.

PROCEDURE:

1. Prepare a group of envelopes, each of which contains fifteen 3 x 5 inch word cards to be arranged in alphabetical order. Sets may be made increasingly difficult to arrange and so identified by number.
2. Child takes an envelope to his desk, removes cards, and places them in correct alphabetical order.
3. Put correct sequence on a sheet of paper inside envelope, or number cards on back to make game self-checking.

IMC NO__________

Submitted by Salvador Horquita

JOB CARD ACTIVITIES

TO DEVELOP WORD RECOGNITION SKILLS

JOB CARD NO.________

SKILL: Word Recognition Skill

GRADE LEVEL: 2 - 4

OBJECTIVE: To learn to follow directions.

ACTIVITY:

1. Read the story and find as many words as you can that begin with the following blends: bl, cr, cl, and st.
2. In the same story find as many compound words as you can and write them.
3. Next, look for those words that are contractions such as I'll, I'm, etc. Write those words in a list.

JOB CARD NO.________

SKILL: Word Recognition Skill

GRADE LEVEL: Primary

OBJECTIVE: Learning to identify root words.

ACTIVITY: Look in your story for words with ing and ed. Copy the words on paper. Underline the root word. Ring the ending.

helping

jumped

JOB CARD NO.________

SKILL: Word Recognition Skill

GRADE LEVEL: K - 3

OBJECTIVE: You will find some pictures for beginning sounds, b and g, f and h, r and t.

ACTIVITY: Get a magazine, scissors, paste, and paper.

Cut out 2 pictures for these sounds.

Paste them on the paper.

b	g
f	h
r	t

JOB CARD NO.________

SKILL: Word Recognition Skill

GRADE LEVEL: 1 - 4

OBJECTIVE: To become aware of word endings.

ACTIVITY: Take a page out of a magazine. Circle all the words ending in "ing."

JOB CARD NO.________

SKILL: Word Recognition

GRADE LEVEL: Primary

OBJECTIVE: Practice in recognizing, reading, and marking long vowels in words.

ACTIVITY:

1. Make a list of words from the story with long vowel sounds.
2. After each word, write the pronunciation symbol for the vowel sound in that word.

goat   o   cake   ā

MATERIALS: A short story of the child's choice.

Vicki Noble

- -

JOB CARD NO.________

SKILL: Word Recognition Skill

GRADE LEVEL: Primary

OBJECTIVE: To build word recognition skills in the area of suffixes.

ACTIVITY:

1. If you take the -ing from talking, what word will you have? Talk This is a root word.
2. Find words in your story that end with -ing. Write the root word for all these words.

MATERIALS: A short story of the child's choice.

JOB CARD NO.________

SKILL: Word Recognition Skill

GRADE LEVEL: 4 - 6

OBJECTIVE: VOWEL SOUNDS AFFECTED BY R
Some vowel sounds do not fail into the long or the short pattern, according to rules. There are 5 words for each of three blends.

ACTIVITY: YOU ARE TO MAKE AN ADDITIONAL LIST OF 10 WORDS FOR EACH OF THESE THREE BLENDS.

ar	er	or
farm	stern	corner
bark	certain	storm
smart	person	forty
sparse	over	Norse
yard		short

MATERIALS: 5 x 7 card, and pencil.

L. Hatcher

- -

JOB CARD NO.________

SKILL: Word Recognition

GRADE LEVEL: K - 1

OBJECTIVE: Hearing initial consonant sounds.

ACTIVITY: Look at your first name.
What is the first sound?
Draw 5 pictures that begin like your name.

☐ ☐ ☐ ☐ ☐

JOB CARD NO.______

SKILL: Word Recognition

GRADE LEVEL: 3 - 6

OBJECTIVE: Structural Analysis.

ACTIVITY:

1. List all the contractions in the story you are reading.
2. List all the compound words in the story you are reading.
3. List all the words you can find in the story which are made up of a prefix and a root word. Underline the prefix.
4. List all the words you can find in the story which are made up of a suffix and a root word. Underline the suffix.

George L. Turner

- -

JOB CARDS

TO BUILD COMPREHENSION SKILLS

JOB CARD NO.______

SKILL: Literal Comprehension

GRADE LEVEL: 3 - 6

OBJECTIVE: To help you acquire factual information, do the following activity.

ACTIVITY: Write a biography of one of the main characters in the book. Give all the pertinent information given in the book, such as:

How old is this person? Where does he live? What does he do? (Student, Worker, etc.) Tell about his family and the important events in his life.

J. Tomlinson

- -

JOB CARD NO.______

SKILL: Literal Comprehension

GRADE LEVEL: 4 - 8

OBJECTIVE: To be able to comprehend what happened in the story.

ACTIVITY: The things that happen in a story are called "events." The order in which they happen is called "the sequence of events."

List in the proper sequence five or more events which happened in the story you are reading.

George L. Turner

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 4 - 6

OBJECTIVE: To develop story appreciation by interpretation through art.

ACTIVITY:
1. Think about a part of a story you liked best.
2. Make a diorama using a box to show that scene. Use three-dimensional materials.
3. Make a label or sign for your diorama including the name of book and the author.

Salvador Horquita

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 4 - 6

OBJECTIVE: Re-reading in order to check specific points.

ACTIVITY:
1. Read a story and then do the following:
2. Choose something from the story (either a character, a happening, a place, or an object) and without looking in your book, tell as much about the item as you can remember.
3. When you finish writing, re-read the parts of the story that tell about the item you chose. You may look in your book to do the following:
    a. Write anything important that you did not tell in your first paragraph about the subject.
    b. If anything you said in your first paragraph was wrong, write it here the way it should be.

JOB CARD NO.______

SKILL: Comprehension

GRADE LEVEL: 4 - 6

OBJECTIVE: To give the child the opportunity to read to anticipate outcomes.

ACTIVITY:

1. Read about half of an adventure story, then close your book.
2. Draw 3 pictures to show what you think will happen in the remainder of the story.
3. Finish reading the story. Which of your pictures matched events in the story?

- -

JOB CARD NO.______

SKILL: Comprehension

GRADE LEVEL: 4 - 6

OBJECTIVE: To develop the ability to recognize words that create sensory images or words that appeal to the senses.

ACTIVITY:

1. Authors often choose words which will help the reader to "see" or "hear" what is happening in the story. Sometimes they use words which help the reader to "smell" or "feel" something in the story.

   Make a list of words in this story which helped you to "see" or "hear" or "smell" or "feel" something in the story.

Salvador Horquita

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 2 - 6

OBJECTIVE: To explain the author's reason for writing the story.

ACTIVITY:

1. Read the story.
2. Write a paragraph explaining what you think the author's reason was for writing the story.
3. Proof-read your paragraph.

Sarah Reynolds

- -

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 2 - 4

OBJECTIVE: To understand main ideas of a story and to sequence the important events of a story.

ACTIVITY:

1. Read the story.
2. For each page in the story, write one sentence that covers the main idea of that page.
3. Put your sentences in the order of the story.

Sarah Reynolds

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 3 - 6

OBJECTIVE: Understanding the author's choice of a title.

ACTIVITY: Give at least three reasons why the title of the story you have just read is a good one. If you do not agree that the title is a good one, give at least three reasons why not.

Be sure that your reasons are written in complete sentences.

- -

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 3 - 6

OBJECTIVE: Reading for details

ACTIVITY: Read a story that is no longer than 10 pages. Close the book and answer the following questions:

1. Where did the story happen?
2. When did the story happen?
3. Name and briefly describe two of the characters in the story.
4. What was the title of the story?

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: Primary

OBJECTIVE: A lesson in comprehension that reinforces sensory images.

ACTIVITY: Make a list of words from this story that helped you to feel, see, hear, smell, and taste.

EXAMPLE

feel	see	hear	smell	taste
1. soft	1. big	1. loud	1. smoke	1. sweet
2. scratchy	2. green	2. whistle		2. salty

MATERIALS: A short story of the child's choice.

Vicki Noble

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 2

OBJECTIVE: Practice in reading for morning.

ACTIVITY: On a piece of paper, copy the following sentences. Fill in the missing word. Underline the word you write.

1. Johnny read his favorite__________.
2. The__________did a funny trick.
3. Please put the cake on the__________.
4. Wash your hands with__________and water.
5. Get a__________and pour some milk.

J. Brandlin

JOB CARD NO._____

SKILL: Comprehension - Interpretive

GRADE LEVEL: 3 - 6

OBJECTIVE: Understanding the author's choice of a title.

ACTIVITY: Give at least three reasons why the title of the story you have just read is a good one. If you do not agree that the title is a good one, give at least three reasons why not.

Be sure that your reasons are written in complete sentences.

- -

JOB CARD NO._____

SKILL: Comprehension - Literal

GRADE LEVEL: 3 - 6

OBJECTIVE: Reading for details

ACTIVITY: Read a story that is no longer than 10 pages. Close the book and answer the following questions:

1. Where did the story happen?
2. When did the story happen?
3. Name and briefly describe two of the characters in the story.
4. What was the title of the story?

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: Primary

OBJECTIVE: A lesson in comprehension that reinforces sensory images.

ACTIVITY: Make a list of words from this story that helped you to feel, see, hear, smell, and taste.

EXAMPLE

feel	see	hear	smell	taste
1. soft	1. big	1. loud	1. smoke	1. sweet
2. scratchy	2. green	2. whistle		2. salty

MATERIALS: A short story of the child's choice.

Vicki Noble

- -

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 2

OBJECTIVE: Practice in reading for morning.

ACTIVITY: On a piece of paper, copy the following sentences. Fill in the missing word. Underline the word you write.

1. Johnny read his favorite__________.
2. The__________did a funny trick.
3. Please put the cake on the___________.
4. Wash your hands with__________and water.
5. Get a__________and pour some milk.

J. Brandlin

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: Primary

OBJECTIVE: To build sequencing skills.

ACTIVITY:
1. Draw several pictures to show the most important parts in the story.
2. Put your pictures in the order they happened.
3. Make up a good title for each picture.

MATERIALS: A short story of the child's choice.

Vicki Noble

- -

JOB CARD NO.______

SKILL: Comprehension

GRADE LEVEL: Primary

OBJECTIVE: Encouraging critical thinking through making comparisons.

ACTIVITY:
1. Read a story.
2. List the differences between the main character and you.
3. Draw a picture of the main character and one of you. Put the right names under the pictures.

MATERIALS: A short story of the child's choice.

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 4 - 6

OBJECTIVE: To read a newspaper article and find the main ideas.

ACTIVITY:

1. Read a newspaper article. On your paper write the name of paper, date and title of the article.
2. Head your paper with: who, what, where, when, and why.
3. Under each heading fill in as completely as possible with brief statements information you get from the newspaper article.

Anne Bagby

JOB CARD NO.______

SKILL: Comprehension - Critical

GRADE LEVEL: 4 - 6

OBJECTIVE: You must demonstrate that you can make a judgement about an event and support your judgement with facts or suggestions from the text.

ACTIVITY:

1. On your paper write what the main problem was that faced the main character.
2. How did he or she solve it?
3. Does the author of the story feel that the problem was solved correctly? Be sure to support your judgement.

Anne Bagby

JOB CARD NO.______

SKILL: Comprehension - Critical

GRADE LEVEL: 3 - 6

OBJECTIVE: This activity will help you think critically about what you have read.

ACTIVITY: Who was the main character in the story? Write that character a letter. Suggest what might have happened if he had acted in another way.

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 3 - 6

OBJECTIVE: This activity will help you to discover the factual from the fictional material in this story.

ACTIVITY: Find five sentences in your story which give true facts.

Find five sentences that are the opinion of the author.

M. Overton

JOB CARD NO._____

SKILL: Comprehension - Literal Meaning

GRADE LEVEL: 4 - 8

OBJECTIVE: To make up and answer questions that begin with who, what, when and where.

ACTIVITY: As you read this story make up as many questions as you can that begin with who, what, when or where. When you finish the story, answer your own questions without looking back in the story.

Randy Keene

- -

JOB CARD NO._____

SKILL: Comprehension - Interpretive

GRADE LEVEL: 3 - 6

OBJECTIVE: To help you interpret how the author wrote to communicate his ideas.

ACTIVITY: Write three sentences from your book where the author did not mean exactly what he said. Read between the lines. What did he really mean? Write what you think he meant.

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 4 - 8

OBJECTIVE: To outline the events in the story.

ACTIVITY: As you read this story, make an outline of the important events which take place.

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 4 - 8

OBJECTIVE: To describe a character in the story.

ACTIVITY: Was there a person in the story who you particularly liked? Write a paragraph describing the characteristics of this person that made you like him or her.

JOB CARD NO.______

SKILL: Comprehension - Main Idea

GRADE LEVEL: 3 - 6

OBJECTIVE: To find the main idea of a paragraph

ACTIVITY: Pick any five paragraphs in the story you have read and give them a title. Make the title fit the main idea of the paragraph.

VARIATION: Choose any five chapters in the book you have just read and give a new title to the chapter.

- -

JOB CARD NO.______

SKILL: Comprehension - Sequence of Events (Time Line)

GRADE LEVEL: 3 - 6

OBJECTIVE: To learn the sequence of major events in the story. To put the major events of the story in the order in which they happened.

ACTIVITY: On a piece of construction paper, draw a time line to show when important events happen in your book or story.

Example:

	the contest starts		the first winner is announced			the boys finally win
MON	TUES	WED	THURS	FRI	SAT	SUN

Be sure to put the title of the book or story on the paper.

You may want to use months-----April, May, June
OR weeks-----first week, send week, third week
OR one day-----9:00, 10:00, 11:00, 12:00

William M. Kucher

JOB CARD NO.______

SKILL: Comprehension

GRADE LEVEL: 4 - 6

OBJECTIVE: Comprehension and Following Directions

ACTIVITY: After reading your book or story, find a picture in a magazine which shows the general idea of your story. Then after the picture is posted on the sheet of paper neatly, write down five important things that happened in the story.

- -

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 3 - 6

OBJECTIVE: To express feelings about the construction of the book or story.

ACTIVITY: Choose a picture in the book or story and tell why you think this part of the story was shown with a picture. Pick a part of the book or story that was not shown in a picture and make a picture of that part.

JOB CARD NO.______

SKILL: Comprehension - Interpretive (using pictures)

GRADE LEVEL: 1 - 2

OBJECTIVE: Picture Reading

ACTIVITY: Pick a picture in your story.

Pick someone in the picture.

Write a sentence to tell how the person feels.

Read the sentence to a friend. Tell your friend why the person feels that way.

Jo Ellen Moore

- -

JOB CARD NO.______

SKILL: Literal Comprehension

GRADE LEVEL: Primary

OBJECTIVE: Looking for who and what

ACTIVITY: Read your story.

Make these pictures:

Who is in your story?	What happened in the story?

JOB CARD NO.______

SKILL: Literal Comprehension

GRADE LEVEL: Primary

OBJECTIVE: Read the story carefully.

ACTIVITY: Write me a letter about what is happening in this story. You may make a picture, too.

Jo Ellen Moore

- -

JOB CARD NO.______

SKILL: Comprehension - Vocabulary Development

GRADE LEVEL: 4 - 6

OBJECTIVE: Child will recognize one of main topics of an article or story and know words or phrases that tell about main topic.

ACTIVITY:

1. Choose the main topic or one of the main topics of an article or story.
2. Make a list of words or phrases that tell about it. Be sure that every word or phrase listed tells something about the topic.

Salvador Horquita

JC-20

JOB CARD NO.______

SKILL: Literal Comprehension

GRADE LEVEL: 2 - 6

OBJECTIVE: To have practice in answering literal comprehension questions.

ACTIVITY:

HOUR	ACTIVITY	HOUR	ACTIVITY
7:00 A.M.	Wake up! Wash! Dress!	12:30 P.M.	Play in schoolyard.
7:15 A.M.	Breakfast	12:55 P.M.	Bell to come inside.
7:45 A.M.	Make bed. Straighten room.	1:00 P.M.	Geography
8:00 A.M.	Depart for school.	1:45 P.M.	Language
8:15 A.M.	Meet Terry. Walk to school.	2:30 P.M.	Art
8:30 A.M.	School begins!	3:15 P.M.	School ends!
8:45 A.M.	Pledge of Allegiance	3:30 P.M.	Arrive home! Change clothes.
9:00 A.M.	Reading	3:45 P.M.	Play! Play!
9:45 A.M.	Arithmetic	5:15 P.M.	Practice piano.
10:30 A.M.	Recess! Play!	5:45 P.M.	Cleanup! Set table.
10:45 A.M.	Spelling	6:00 P.M.	Dinner
11:45 A.M.	Gym	7:00 P.M.	Homework
12:00 P.M.	Lunch	8:15 P.M.	Bathe
12:25 P.M.	Bell for outside play.	8:30 P.M.	Lights out!

Study Jimmy's schedule. Answer the following questions by filling the correct time in the blanks on the other side of this card.

- -

AT WHAT TIME DOES:

1. Jimmy leave for school?______________
2. Jimmy have reading?______________
3. Jimmy eat lunch?______________
4. Jimmy practice piano?______________
5. Jimmy make a map?______________
6. Jimmy work with numbers?______________
7. Jimmy paint?______________
8. Jimmy play at school?______________
9. Jimmy play at home?______________
10. Jimmy leave for school?______________
11. Jimmy go to bed?______________
12. Jimmy help his mother?______________
13. Jimmy do homework?______________
14. Jimmy begin his day?______________
15. Jimmy study the globe?______________
16. School end?______________
17. Jimmy write stories?______________
18. Jimmy meet Terry?______________
19. School begins?______________
20. Jimmy work with clay?______________
21. Jimmy have reading?______________
22. Jimmy have breakfast?______________

SCORE (POSSIBLE 22)______________

L. Hatcher

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: Primary

OBJECTIVE: To interpret a story through pantomime.

ACTIVITY:
1. Choose one of your favorite stories.
2. What part do you like best?
3. Plan how you will pantomime that part.
4. Let the class guess what you are doing, or what book it is.

Emilie Haas

- -

JOB CARD NO.______

SKILL: Comprehension

GRADE LEVEL: 4 - 6

OBJECTIVE: To develop the ability to compare and contrast characters read.

ACTIVITY:
1. Read a story about some famous person.
2. In what way was this person different from most famour people whom you have read about?
3. Does this famous person remind you of any other famous person? Whom?
4. In what way(s) were they alike?
5. In what way(s) were they different?

Sal Horquita

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 3 - 6

OBJECTIVE: To illustrate literal comprehension of a story through a game activity.

ACTIVITY: Write 5 statements about your story. Make some true and some false. Read them to your reading group and have them decide which are true and which are false. Be sure you know the correct answer.

- -

JOB CARD NO.______

SKILL: Comprehension - Critical

GRADE LEVEL: 3 - 6

OBJECTIVE: To write a creative story of a personal experience.

ACTIVITY: Choose an experience one of the characters had in the story. On writing paper, write about an experience you had similar to this.

Jan Shriver

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 4 - 8

OBJECTIVE: To do interpretive reading; to compare and contrast.

ACTIVITY: Read a fictional story and then:

1. Choose one of the characters in the story and tell how he felt at the end of the story.
2. What had caused him to feel this way?
3. Did his feelings at the end of the story differ from his feelings at the beginning of the story. If you think they did, explain the difference.

- -

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 2 - 6

OBJECTIVE: To learn to sequence events.

ACTIVITY:

1. Make four pictures to show what happened in the story.
2. Arrange the pictures in order.
3. Write a sentence under each picture to tell what is happening.
4. Clip the pictures together to make a book.

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 3 - 6

OBJECTIVE: To use art to illustrate literal comprehension of a story.

ACTIVITY: Answer the following questions:

1. What was the story about?
2. Where did the story take place?
3. When did the story take place?
4. Who were the chief characters?
5. What part of the story did you like best? Why?

Draw a cartoon strip showing the main parts of the story. Be sure to show what happened at the beginning, middle and end of the story.

JOB CARD NO.______

SKILL: Comprehension - Critical

GRADE LEVEL: 4 - 8

OBJECTIVE: To have an opportunity to do evaluative, critical reading.

ACTIVITY:

1. Find five sentences in a story or article which give true facts.
2. Find five sentences that you think show the opinion of the author and may or may not be true facts.

Elaine Smith

JOB CARD NO.________

SKILL: Comprehension - Critical

GRADE LEVEL: 3 - 8

OBJECTIVE: You will determine whether a story or non-fiction, plausible or non-plausible, and tell whether or not you could have a similar experience.

ACTIVITY: Directions:

1. Could this story really happen? Explain why or why not.
2. If it could happen, do you think it could happen to you? Please explain why or why not.

MATERIALS: Paper, Pencil, Story

JOB CARD NO.________

SKILL: Comprehension - Interpretive

GRADE LEVEL: 3 - 8

OBJECTIVE: You will take the first steps in turning a story into a play. You will determine the characters and the episodes necessary for telling the story through dramatization.

ACTIVITY: Directions:

1. Pretend you are going to change a certain story into a play.
2. Fold paper in half lengthwise.
3. On top of page list two headings: Characters and Scenes.
4. Under Characters, list the characters for each scene.
5. Under Scenes, tell what each scene would look like and basically what it would be about.

MATERIALS: Books to choose, paper, pencil

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 2 - 8

OBJECTIVE: Sentence Comprehension

ACTIVITY: Scrambled Sentences

Directions:

1. Pick five (5) of your favorite sentences.
2. Write sentences on the flashcards.
3. Draw a crooked line between noun and predicate. Check with "captain" before going on.
4. Cut by following line drawn.
5. Scramble and see if anyone can match them up again.

MATERIALS: Blank flashcards, markers, books to choose from, scissors.

Sandra Sockol

- -

JOB CARD NO.______

SKILL: Comprehension - Critical

GRADE LEVEL: Primary

OBJECTIVE: Character interpretation

ACTIVITY:

1. Write a letter to the character in the book.
2. Tell some other things that he or she might like to do that you like to do.
3. You might tell something that happened to you that happened to him.

Bertha Stephens

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 3 - 6

OBJECTIVE: You will read a story to answer who, what, when and where questions.

ACTIVITY:

Who: A little monkey

What: Ate a jigsaw puzzle piece

When:

Where:

*Answer: (Curious George goes to the Hospital)

How did you do?

Pick out a favorite book and make a job card like this one.

Have extra 5 x 8 file cards available.

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 3 - 6

OBJECTIVE: To remember facts and events from your reading.

ACTIVITY:

1. List the important events that happened in the story. Be sure to list at least two events.
2. What character or characters had an important part in these events? What did they do that was important?
3. Write a paragraph telling about one of these events.

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 4 - 6

OBJECTIVE: You will be able to interpret various feelings that the story creates.

ACTIVITY:

1. Make a list of words that the author used to show feelings.
2. Write two sentences each to show that you are:

   ANGRY PROUD AFRAID RESTLESS

3. Add ly to the following words:

   contented unhappy industrious eager

   lazy fearful remorse

Anne Bagby

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 3 - 6

OBJECTIVE: You will do character evaluation.

ACTIVITY:

1. Choose a book from the library.
2. List all the words that tell about one of the people in the story.

   Example: old

   crabby

   gray-haired

   tired

   sickly

BONUS: Use the words in new sentences.

JOB CARD NO.______

SKILL: Comprehension

GRADE LEVEL: 2 - 6

OBJECTIVE: Be a detective, find the mistakes.

ACTIVITY: A girl named John took her fish for a walk. She stopped at a toy store to buy some doughnuts. On her way home she saw an orange tree with bananas on it, a horse pulling a car, a baby pushing his mother in a baby carriage and a boy roller skating on the water. When she got home her mother had a nice glass of potatoes and a dish of sand ready for her. After she ate she read a radio then put on her raincoat and went to bed.

There are eleven mistakes, see if you can find them.

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: Primary

OBJECTIVE: You will interpret a story through art materials.

ACTIVITY:

1. Draw a picture of your story.
2. Draw someone in the story.
3. Put him in the picture where he was in the story.
4. Write a little story about your picture.

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 2 - 6

OBJECTIVE: You will read a story and tell when and where the action happened and identify the most important characters in the story.

ACTIVITY: Read a story and answer the following questions:

1. What time of year does the story take place?
2. What country does it take place in?
3. Give the names of three major characters in the book and tell what part they played in the story.

- -

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 2 - 6

OBJECTIVE: Character interpretation

ACTIVITY: Read a story and choose the character you liked the best. Pretend he was visiting you and tell:

1. What he looks like.
2. What kind of clothes he would wear.
3. What he would eat.
4. What are some of the things you would do together.
5. Why you like him.

JOB CARD NO.______

SKILL: Comprehension - Critical

GRADE LEVEL: 3 - 8

OBJECTIVE: Story interpretation

ACTIVITY: Read a book and keep in mind the middle part of it. Rewrite the story and tell how the middle part could have been changed in order to make the story more interesting. You may leave the middle part the same and change either the beginning or the ending of the story.

- -

JOB CARD NO.______

SKILL: Comprehension

GRADE LEVEL: 2 - 4

OBJECTIVE: Get rid of the BLANKS. Sentence comprehension

ACTIVITY:
A dog has four BLANKS.
Pretty BLANKS grow in our garden.
Fish BLANK in water.
Mother cooks BLANK for breakfast.
When you play baseball you hit the ball with a BLANK.
There are seven BLANKS in a week.
A train has wheels and runs on a BLANK.
When I go to a store I have to pay for things with BLANK.

Write the above sentences putting in the correct words and leaving out the BLANKS.

JOB CARD NO.______

SKILL: Comprehension

GRADE LEVEL: 1 - 6

OBJECTIVE: Making Judgments and Drawing Conclusions

ACTIVITY: Name a story character which you would not like to have for a friend. Tell why.

- -

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 1 - 6

OBJECTIVE: Interpretation Through Art

ACTIVITY:

1. Make an illustration of something that you learned from this reading. Use any material you wish: clay, chalk, fingerpaint, cloth, crayons, paper, cardboard, or string.
2. Make a label to fit your illustration.

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 2 - 6

OBJECTIVE: Finding the main idea.

ACTIVITY:

1. Read the story.
2. Draw a series of pictures to show the main things that happened in the story:
    a. What happened in the beginning?
    b. What happened next?
    c. How does the story end?

- -

JOB CARD NO._____

SKILL: Comprehension - Literal

GRADE LEVEL: 1 - 4

OBJECTIVE: Informational

ACTIVITY:

1. What is the title of this story?
2. Who wrote it?
3. What did you learn from reading this story?

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 4 - 6

OBJECTIVE: You will rewrite a story as a news story.

ACTIVITY: After you have read your story, write a news story or article about your story. Remember to include answers to who, what, when, where and why in your article!

- -

JOB CARD NO.______

SKILL: Interpretive Comprehension

GRADE LEVEL: 4 - 6

OBJECTIVE: You will interpret a cartoon.

ACTIVITY: Find a cartoon in a magazine. Cut off the caption under it. Pin up the cartoon on the bulletin board. Write a new caption and ask your friends to write other captions. Pin them under the cartoon. After two or three captions are put up, put up the original one.

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 2 - 6

OBJECTIVE: Interpreting the Motives of Story Characters

ACTIVITY: Most characters do things for a reason. Pick out some important thing which one of the story characters did. Tell what it was and what you think his reason was for doing it.

JOB CARD NO.______

SKILL: Comprehension - Literal

GRADE LEVEL: 3 - 8

OBJECTIVE: Finding the Main Idea

ACTIVITY:

1. Read a new story.
2. Write sentences which tell the most important things which happened in the story.
3. Arrange your sentences in the order that the events occurred.
4. Which event will be the most important one? Why?

JOB CARD NO.______

SKILL: Interpretive Comprehension

GRADE LEVEL: Primary

OBJECTIVE: You will interpret a story through art.

ACTIVITY:

1. Draw a picture of what happened before the story began or what happened after your story.
2. Write a story about your picture.
3. Share your story with the class.

Bertha Stephens

- -

JOB CARD NO.______

SKILL: Comprehension

GRADE LEVEL: 3 - 6

OBJECTIVE: Making Judgments and Drawing Conclusions

ACTIVITY:

1. Which character in the story did you like best?
2. Was the main character true-to-life or make-believe?
3. Write a paragraph giving good reasons for your answer.

Rena DiGirolamo

JOB CARD NO.______

SKILL: Interpretive Comprehension

GRADE LEVEL: 2 - 4

OBJECTIVE: You will decide whether a story is real or make-believe and give a reason for your decision.

ACTIVITY:

1. Read a story.
2. Is the story real or make-believe?
3. Why do you think the story is real or make-believe? Write a few sentences answering these questions.

- -

JOB CARD NO.______

SKILL: Literal Comprehension

GRADE LEVEL: 2 - 4

OBJECTIVE: You will interpret a story through art.

ACTIVITY:

1. Read a story.
2. Write on a piece of writing paper the names of the people or animals who are in the story.
3. What did the people or animals do?
4. Paint a picture about the story.

JC-38

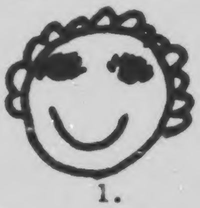
JOB CARD NO.______

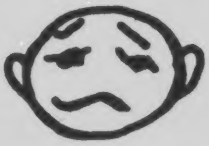
SKILL: Comprehension - Interpretive

GRADE LEVEL: Primary

OBJECTIVE: Interpreting feelings

ACTIVITY: LOOK AT THE FACES.


1.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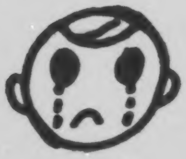
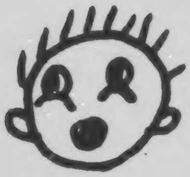

3.


4.

How do the people feel?

Write a sentence about each person and how he feels.

Jo Ellen Moore

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 3 - 8

OBJECTIVE: You will use a lost and found section of a newspaper to gain information for a creative story.

ACTIVITY: Look in the "lost and found" section of your newspaper.

Cut out the different items. Choose one that sounds interesting to you. Write a story about it.

How was this item lost or found? By whom? Where did it happen? What will happen next?

BONUS: Write your own lost and found item. Exchange with a friend. Create a new story.

Mary Carolyn Palmer

JOB CARD NO.______

SKILL: Comprehension - Critical

GRADE LEVEL: 2 - 6

OBJECTIVE: To rewrite the story the way you see it.

ACTIVITY:
1. Pick your favorite story or book.
2. If you were the author, how might you change the characters?
3. If you wanted to change the setting (or place) of your story how would you change it?
4. Would your ending be the same or different? If different, how would you end it?

- -

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 2 - 6

OBJECTIVE: To learn some more about the characters in the story.

ACTIVITY:
1. Select any story or book.
2. Make a list of the characters in the story.
3. Make two headings, "Characters I like," "Characters I dislike."
4. Place the characters under one of these headings, and then look through the story and find the words in the story that helped to describe those characters. Write those words next to the names of the characters.

Carol DiRaimondo

JC-40

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 2 - 6

OBJECTIVE: To picture a scene in a story.

ACTIVITY: Read a story.

Draw a picture from the story.

You could choose a scene or an event.

JOB CARD NO.______

SKILL: Comprehension - Critical Thinking

GRADE LEVEL: 2, 3, 4

OBJECTIVE: To choose the best answer.

ACTIVITY: Read each question to yourself. Read the possible answers and write the best one on a sheet of paper.

1. Which of these has eyes but cannot see?

   a. a potato b. a nail c. a pin

2. Which of these has a tongue but cannot talk?

   a. a man b. a shoe c. a radio

3. Which of these has legs but cannot walk?

   a. a dog b. an ant c. a chair

JOB CARD NO.______

SKILL: Comprehension - Critical

GRADE LEVEL: 3 - 6

OBJECTIVE: To do some creative thinking about a story or an article you have read.

ACTIVITY:

1. Read a story about a person in another country.
2. Tell some things he or she does that are different from things you do.
3. Tell some things he or she does that are similar to things that you do.
4. Would you like to visit this country? Why, or why not?
5. How would you get there?

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 3 - 6

OBJECTIVE: To learn to interpret feelings.

ACTIVITY:

1. Sometimes authors tell about the feelings of their story characters. Sometimes you can tell how the story characters feel by the way they act in the story.

   Was someone in the story you have read very happy, or excited, or sad, or gay, or worried, or puzzled, or disappointed, or pleased? Tell which character had this strong feeling, and tell which feeling it was.
2. Now, tell what caused the character to have this feeling.

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 3 - 6

OBJECTIVE: To learn to follow directions carefully.

ACTIVITY:

1. Read a story until you come to a place where the main character has a problem. Stop. Close your book. Write a few sentences telling how you would solve the problem.
2. Finish reading the story. Could this story have happened in any other part of the country? Tell why, or why not.
3. Now that you have read the story, did the main character solve the problem as you thought he would? Write a short paragraph telling what you think could happen next in the story.

Have you answered every question and done everything the directions said to do?

- -

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 4 - 6

OBJECTIVE:

ACTIVITY:

YOU ARE THE ARTIST!

The following is a description of a HOBBIT.

They are small people, smaller than dwarfs and have no beards. They are inclined to be fat in the stomach; they dress in bright colors (chiefly green and yellow); wear no shoes, because their feet grow natural leathery soles and thick warm brown hair like the stuff on their heads (which is curly); have long clever brown fingers, good-natured faces, and laugh deep fruity laughs.

NOW draw a picture of a Hobbit.

Read the hobbit description to a friend and let your friend draw a picture of a hobbit

Carolyn Palmer

JOB CARD NO.______

SKILL: Comprehension - Critical

GRADE LEVEL: 2 - 4

OBJECTIVE: Compare and contrast.

ACTIVITY: Look at the menu for lunch today.

a. Write it down at the top of a piece of paper.

b. Make the bottom of your paper look like this:

Hot Foods	Cold Foods	Food I Like	Food I Don't Like

c. Fill it in.

JOB CARD NO.______

SKILL: Literal Comprehension

GRADE LEVEL: 4 - 8

OBJECTIVE: To pick out main idea of story.

ACTIVITY: Pretend you are going to write a newspaper article on the story. Make up a headline for your story. Keep in mind that the headline should be exciting enough so that people would want to read the story.

Carole Ladd

SKILL: Comprehension - Interpretive

GRADE LEVEL: 5 - 6

OBJECTIVE: To evaluate and classify character characteristics.

ACTIVITY: These words tell about characters; some are good and some are bad

evil
sly
kind
wicked

loud
cross
wise
brave

careless
clever
strong
neat

careful
sad
punctual
satisfied

helpful
silly
weak
selfish

cowardly
stupid
loyal
generous

Choose three characters from the story. Write as many characteristi about this character as you can on writing paper.

- -

JOB CARD NO._______

SKILL: Critical Comprehension

GRADE LEVEL: 4 - 6

OBJECTIVE: You will make some choices about what you feel and like about story characters.

ACTIVITY: Reread the stories Cinderella and Snow White. Decide whether these two girls are alike in any way. How? (Explain) Which story-character do you learn the most about? (Explain what you know about each girl.) Which story has the most magic or impossible things? (Explain) Decide which of these two girls you would most like to meet and know. (Tell which and explain why.)

Harold L. Cooper

JOB CARD NO.______

SKILL: Critical - Evaluative Comprehension

GRADE LEVEL: 3 - 8

OBJECTIVE: You should become aware of what you do and do not like in stories.

ACTIVITY:

1. Make a list of the last five stories you have read. Number them in the order in which you liked them. Use 1 for the most liked and 5 for the least liked.
2. Write one reason why you picked the story you did for number one.
3. Write one reason why number five did not please you as much as the others.

Stanley W. Leavell

JOB CARD NO.______

SKILL: Interpretive Comprehension

GRADE LEVEL: 4 - 8

OBJECTIVE: To become better able to figure out a character's feelings by noticing his actions.

ACTIVITY: Select a character in a book you are reading. When you find a situation in which he is deeply involved, write the phrases which describe how he acts. What do these actions tell you about how the character must feel about the situation?

Stanley W. Leavell

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 2 - 6

OBJECTIVE: To have art and creative writing experiences.

ACTIVITY: Read a story that you choose. Then make a picture that could be used as a book cover for the story.

Write a paragraph to the publisher and try to sell your illustration. Mail it to your teacher.

MATERIALS: To be chosen by the student.

L. Hatcher

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 1 - 4

OBJECTIVE: Sequencing

ACTIVITY:

1. Read one story in your reader.
2. Take a sheet of drawing paper. Fold it into four parts.

1.	2.
3.	4.

3. Now draw what happens first in the story in box number 1. Draw what happens next in box number 2. Draw what happens after that in box number 3. Draw what happens last in box number 4.

Dorothea Nguyen

JOB CARD NO.______

SKILL: Comprehension - Cricital

GRADE LEVEL: 5 - 6

OBJECTIVE: To develop the ability to make judgments and draw conclusiong.

ACTIVITY:

1. What was the main problem of the story?
2. How was this problem solved?
3. Do you believe it was solved in a good way?
4. Would you have solved it differently? Explain your answer.
5. What do you think might have happened to the main character after the end of the story?

Sal Horquita

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 4 - 6

OBJECTIVE: To develop the ability to interpret emotional reaction, motives and behavior of story characters.

ACTIVITY:

1. Study the pictures in a story book. Find and give the page number of:
    - a. A picture showing someone who seems to be very happy.
    - b. A picture of someone who looks sad.
    - c. A picture of someone who looks anxious or worried,
    - d. A picture of someone who is very excited.
    - e. A picture of someone who is angry or displeased.
    - f. A picture of someone who is frightened,

Sal Horquita

JOB CARD NO._______

SKILL: Comprehension

GRADE LEVEL: 3 - 6

OBJECTIVE: Anticipating Outcomes

ACTIVITY:

1. Read about half of a mystery story, then close your book.
2. Draw 3 pictures to show what you think will happen in the remainder of the story.
3. Now finish reading the story. Which one of your pictures matched the events in the story?

Lucretia Anne Portman

- -

JOB CARD NO._______

SKILL: Comprehension, critical

GRADE LEVEL: 3 - 8

OBJECTIVE: Read story, identify problem, list alternative solutions.

ACTIVITY: Read the story. Think about how the main character solved his problem. List other possible solutions to the problem, and state why they might be better than the solution in the story.

S. Robinson

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 4 - 8

OBJECTIVE: To understand idiomatic expressions.

ACTIVITY:
1. Find in your story examples of idiomatic expressions.
2. Draw a picture for each to show their literal meaning.

For example: She drew the drapes. (meaning to pull the drapes shut)
A picture might show a girl drawing pictures of drapes.

JOB CARD NO.______

SKILL: Comprehension - Interpretive

GRADE LEVEL: 3 - 6

OBJECTIVE: To help you interpret what you read, complete the following activity.

ACTIVITY:
1. Imagine you are a character in the story. Write in complete sentences the following:
   a. Everything you saw.
   b. Everything you felt.
   c. Everything you smelled.
2. Skim back over your story and write down the time phrases that tell how many days the story covers.

J. Tomlinson

JOB CARD NO.______

SKILL: Comprehension - Critical

GRADE LEVEL: 5 - 6

OBJECTIVE: Ability to evaluate an author's purpose and to recognize supporting ideas.

ACTIVITY:

1. Read an article in a newspaper or magazine with a byline (preferably one on the editorial page).
2. Was the author trying to persuade the readers to believe something?
3. Does the author use good arguments to support his ideas? If so, give at least two of them.
4. Do you agree with the author? Why?

JOB CARD NO.______

SKILL: Comprehension - Critical

GRADE LEVEL: 2 - 4

OBJECTIVE: To form an opinion on an author's work.

ACTIVITY:

1. Read the story.
2. Write five sentences telling why you liked the story. Or
3. Write five sentences telling why you didn't like the story.

JOB CARD NO._____

SKILL: Literal Comprehension

GRADE LEVEL: 4 - 6

OBJECTIVE: To become aware of word meanings.

ACTIVITY:

1. Write TIME, PLACE, and CAUSE as headings on your paper.
2. Read through an assigned story and select words that express time, place, and cause, listing them under the correct headings.

Faye Ann Willett

JOB CARD NO.______

SKILL: Comprehension

GRADE LEVEL: 4 - 8

OBJECTIVE: Reading For The Main Idea

ACTIVITY: In an envelope attached to this card, you will find five articles from a newspaper. These articles do not have a headline. Read each article, then write a headline for it. After you have finished, look in the job card answer key box for the envelope marked with the number of this job card. Match your headlines with those in the envelope. (The numbers on the back of the headlines and the articles should match.) Your headlines should be similar to those in the answer envelope if you knew the main idea of your articles.

Mareta Varner

JOB CARD ACTIVITIES

TO DEVELOP SKILL IN FOLLOWING DIRECTIONS

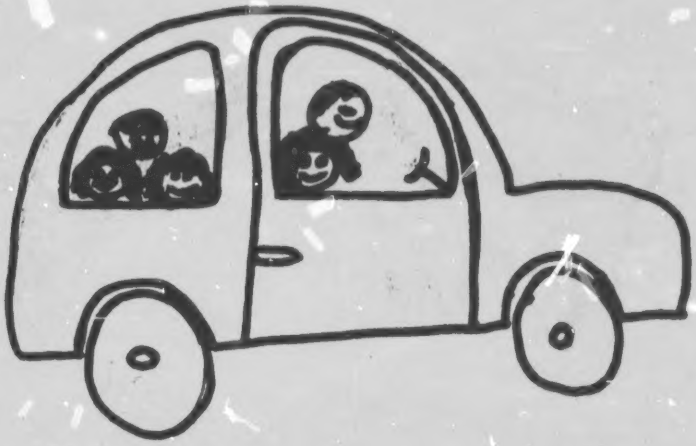
JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Draw a picture of your family riding in your car. Does your pet ever go along?



- -

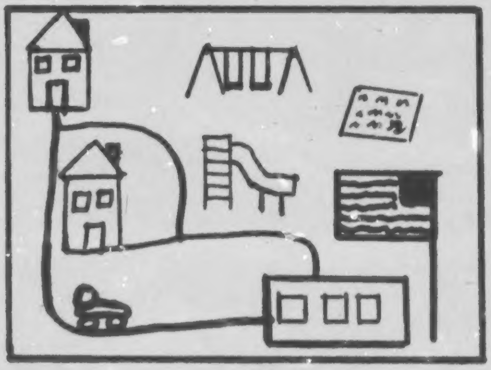
JOB CARD NO.______

SKILL Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Make a map. Show where your house is on the map. Show where you go to school. Show where your friend lives.



JC-53

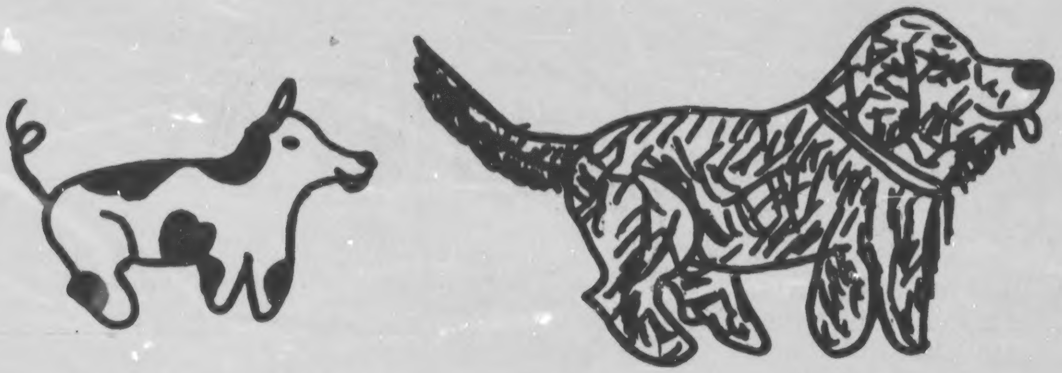
JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Get a magazine. Find two dogs. One must be small. One must be large.



JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Put these words in correct abc order.

mad
bad
sad
at
hat

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Get a magazine. Cut out things that grow.

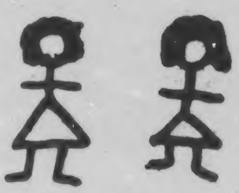
JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Count the girls in the room.



Write the number on a piece of paper.

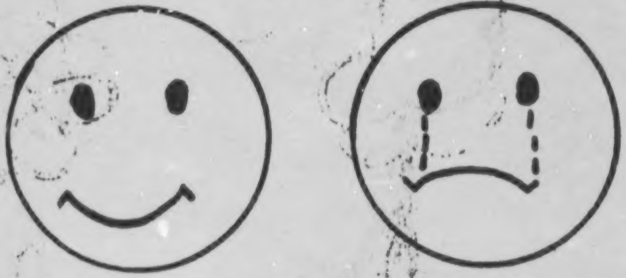
JOB CARD NO.__________

SKILL: Following Directions

GRADE LEVEL: K - 1

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Draw two circles. Make one a happy face. Make one a sad face.



What else can you make from a circle?

- -

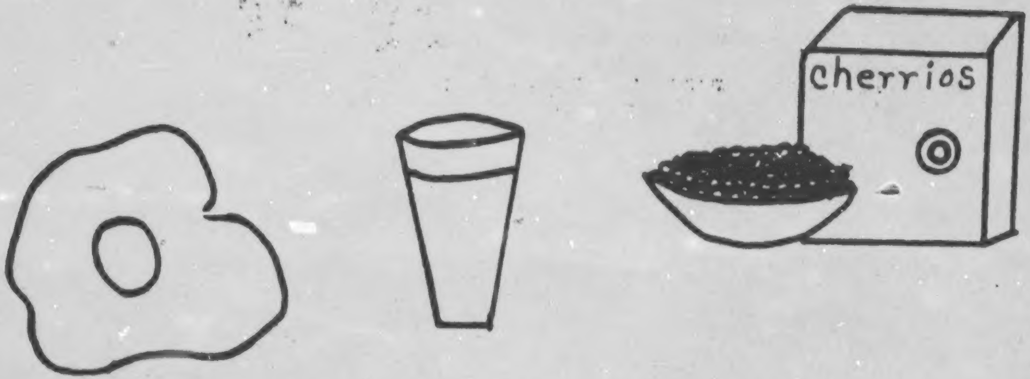
JOB CARD NO.__________

SKILL: Following Directions

GRADE LEVEL: K - 1

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Get a magazine. Cut out foods to eat at breakfast.



JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Draw a picture of your pet. Show where he sleeps. Show what he eats.

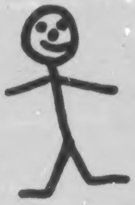
JOB CARD NO.______

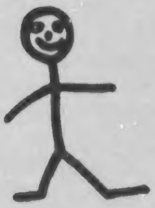
SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Count the boys in the room.





Write the number on a piece of paper.

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

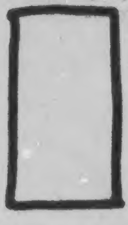
ACTIVITY: Get a piece of paper.

Fold it in half.

On the top half show your house in the daytime.

On the bottom half show your house in the nighttime.

1.



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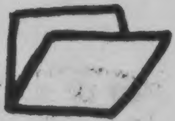
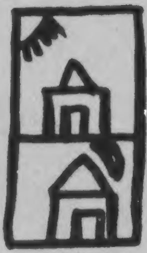


3.



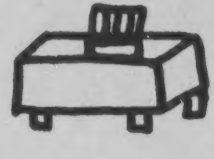
JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Count the desks in the room.



Write the number on a piece of paper.

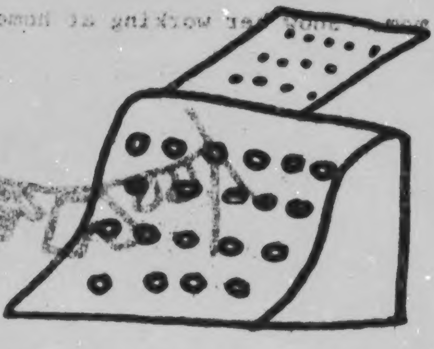
JOB CARD NO._______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Type 20 capital letters.



- -

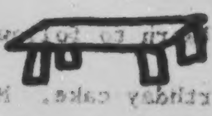
JOB CARD NO._______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Count the tables in the room.



Write the number on a piece of paper.

JC-59

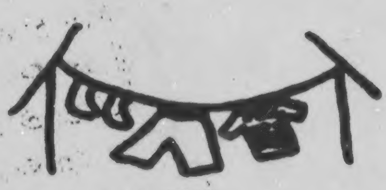
JOB CARD NO.______

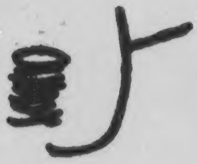
SKILL: Following Directions

GRADE LEVEL: K - 1

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Make a picture of your mom. Show her working at home.





- -

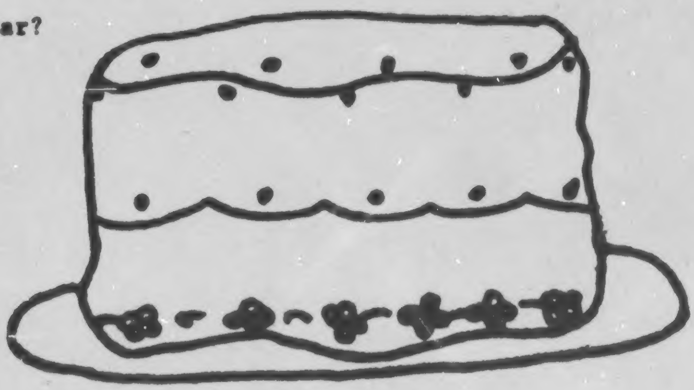
JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 1

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Make a birthday cake. Make candles for your age. How old will you be next year?



JOB CARD NO._______

SKILL: Following Directions

GRADE LEVEL: K - 1

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Draw 10 things you like to eat.

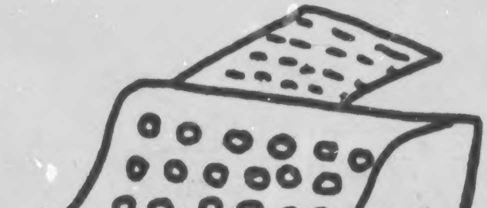
JOB CARD NO._______

SKILL: Following Directions

GRADE LEVEL: K - 1

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Type your first name 5 times.



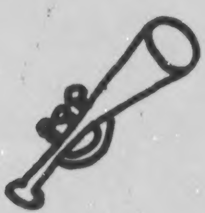
JOB CARD NO.______

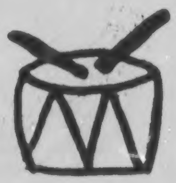
SKILL: Following Directions

GRADE LEVEL: K - 1

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Draw 10 noisy things.





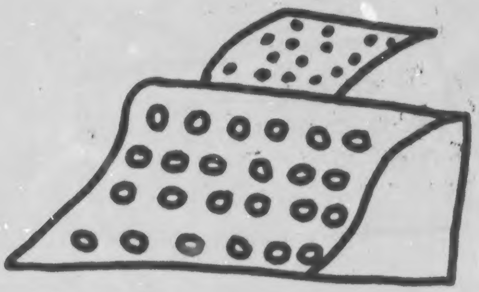
JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 1

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Type 18 small letters.



JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Get a magazine.

Cut out things that have wheels.

JOB CARD NO.______

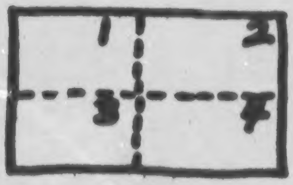
SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Fold paper 2 times.

Draw 4 pictures of how you work at home.



JC-63

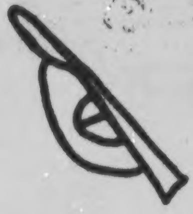
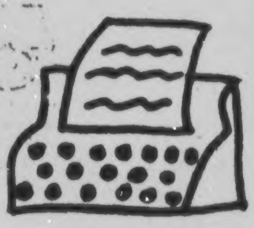
JOB CARD NO._______

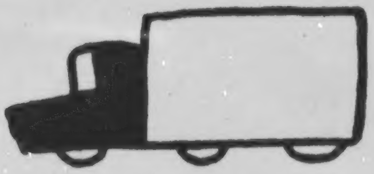
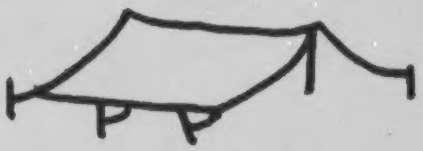
SKILL: Following Directions

GRADE LEVEL: K - 1

OBJECTIVE: You will practice following written directions.

ACTIVITY: Make a picture of your dad. Show what he does when he is at work.

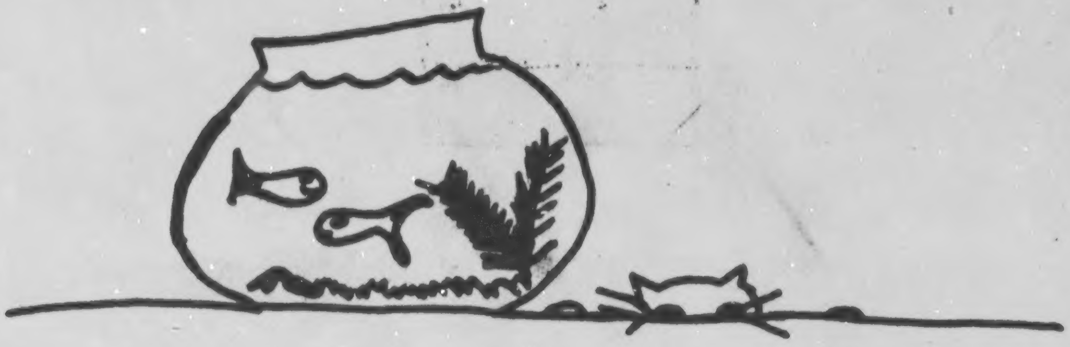
JOB CARD NO._______

SKILL: Following Directions

GRADE LEVEL: K - 1

OBJECTIVE: You will practice following written directions.

ACTIVITY: Make a fish bowl. Put in as many fish as you have had birthdays.



JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: 4 - 8

OBJECTIVE: To learn how to follow directions.

ACTIVITY:

1. Find a recipe in a cookbook for a tossed salad.
2. Copy the recipe on an index card.
3. Write out a grocery order listing all ingredients needed and give it to me.
4. Prepare salad according to directions in recipe.
5. Serve in bowls for the rest of the class.

Carole Ladd

- -

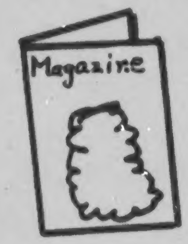
JOB CARD NO.______

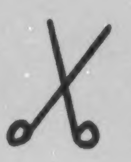
SKILL: Following Directions

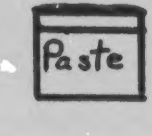
GRADE LEVEL: 1 - 3

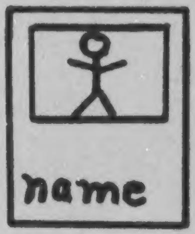
OBJECTIVE: To follow written directions.

ACTIVITY: Get a magazine. Look at the letters. Cut out the letters for your name. Paste them on a piece of paper. Draw a picture of yourself on your name paper.









JOB CARD NO.______

SKILL: Following Directions (Origami)

GRADE LEVEL: 2 - 4

OBJECTIVE: To learn to follow written and pictured directions.

ACTIVITY: Use a square piece of paper.

Step 1: Fold the paper in half from corner to corner. Now you have a triangle.

Step 2: Fold the lower part of the triangle up.

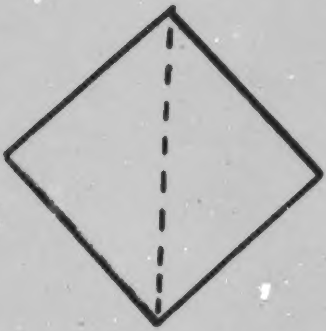
Step 3: Turn the lower part inside out. It is now the bottom triangle.

Step 4: Make a crease along the bottom of this triangle.

Step 5: Fold this so that the new little triangle goes inside.

Now you have a yacht!

1



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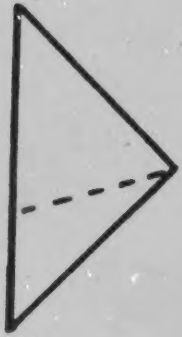

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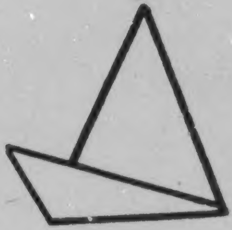

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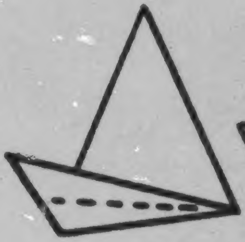

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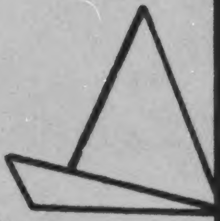


Jeanne Snyder
(Taken from "All About Origami"

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will learn to follow directions.

ACTIVITY: Look at your first name. What is the last sound? Draw 5 pictures that end like your name.

1 2 3 4 5

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: 3 - 6

OBJECTIVE: Read directions from a card, act out directions.

ACTIVITY: Each student chooses a card and when he is called upon, he acts out the directions. Others try to guess what was written on the card.

S. Robinson

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: 2, 3

OBJECTIVE: To read and understand written directions.

ACTIVITY: On a sheet of paper, number from 1 - 6.

Circle the number 1.

Place an X above number 2.

Cross-out number 5.

Make a triangle (△) around number 6.

Put a square (□) around number 4.

Mark a T on number 3.

J. Brandlin

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: 2 - 4

OBJECTIVE: To follow directions.

ACTIVITY:

A CHARACTER MASK

1. Choose a person from your book that you like.
2. From Art drawer take
    a) plate
    b) yarn
    c) stick
    d) anything else you might like for your mask.
3. Draw a face on the plate. Cut eyes and mouth.
4. Tape a stick to back of plate.
5. Paste on hair. Add what else you wish.
6. Using your mask, tell the group about your story.

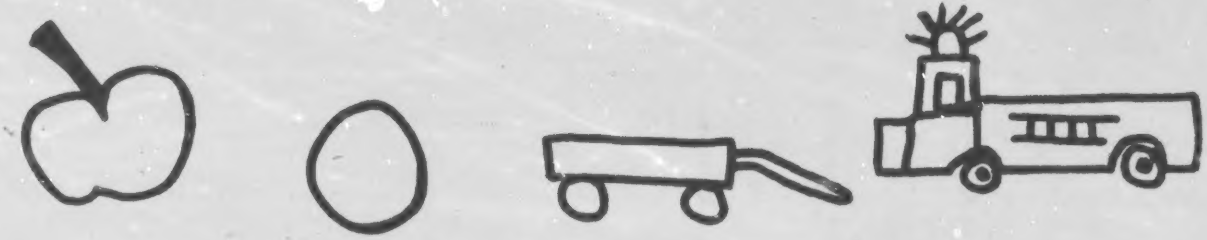
JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will practice following written directions.

ACTIVITY: Draw 12 things that are red.



- -

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: K - 2

OBJECTIVE: You will practice following written directions.

ACTIVITY: What is happiness? Draw a picture of what makes you happy.

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: Primary

OBJECTIVE: You will read and follow written directions.

ACTIVITY:

1. Get a picture out of the picture box.
2. Take a piece of paper.
3. Draw five columns like this:

who	what	when	where	why

4. Write in all the answers that you find in your picture.

Emilie Haas

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: 1 - 2

OBJECTIVE: You will read and follow written directions.

ACTIVITY: SEE IF YOU CAN DO WHAT THIS CARD SAYS.

Make a picture that has all these things:

a huge green monster
mountains
a strange cave
someone brave

Now write a story about what is happening in your story.

Jo Ellen Moore

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: 2 - 4

OBJECTIVE: You will practice following written directions.

ACTIVITY:

AN EASTER BUNNY

1. Open up a small white paper bag.
2. Roll up one sheet of newspaper and stuff it inside of the bag. Put a rubber band around the end of the bag. This will hold the newspaper inside of the bag.
3. Cut two ears out of pink construction paper. Paste the ears on the top of the bag.
4. Cut from pink construction paper one round pink nose and a curved mouth.
5. Cut out two blue round eyes and four black whiskers.
6. Paste the eyes, nose, mouth, and whiskers on the paper bag.

Shirley Bechtel

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: 2 - 6

OBJECTIVE: You will practice following written directions.

ACTIVITY:

1. Find as many different words as you can in this story which begin with the letter "c". Arrange them in alphabetical order.
2. List as many words as you can from this story which are formed by adding an ending to a root word. Underline the ending.
3. List all the words you can find in this story which are made up of a prefix and a root word. Underline the prefix.

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: 3 - 6

OBJECTIVE: To practice following directions and alphabetizing.

ACTIVITY: Find the first and last words in each paragraph of your story (or in each chapter of your book) and write them on a piece of paper with a crayon. Alphabetize them using pencil and paper.

Extra For each word in your list, write another word that begins with the same letter that your word ends with.

Example The-------end
Soup------pirate

Then put your new list in alphabetical order.

- -

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: Primary

OBJECTIVE: You will practice following written directions.

ACTIVITY: Read these sentences, then do what they tell you. Read all the sentences before you begin to work. Get a piece of paper. Draw 3 green and brown trees. Draw 1 red house. Draw yourself and your pet. Give the paper to me.

SKILL: Following Directions JOB CARD NO.______

GRADE LEVEL: 5 - 7

OBJECTIVE: Following Directions

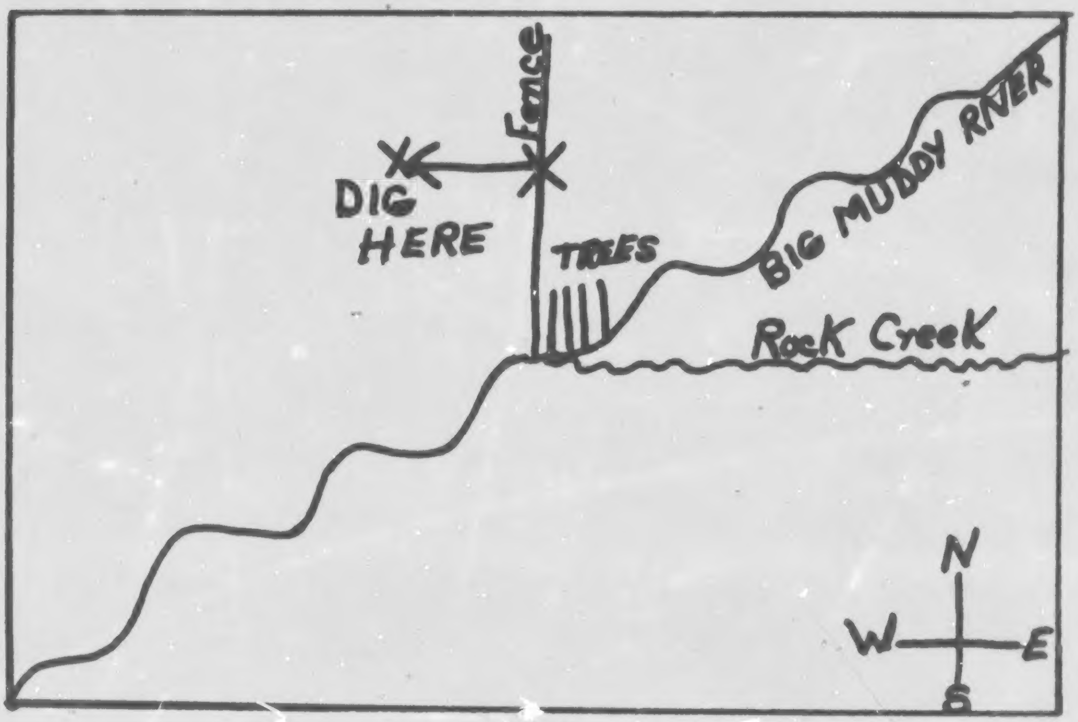
ACTIVITY:

DRAW A TREASURE MAP

1. Draw a rectangle 4" high and 6" wide.
2. In the lower right hand corner, draw a direction key and label the points, N for north, E for east, S for south, W for west.
3. Draw a wavy line from the northeast corner to the southwest corner and label this BIG MUDDY RIVER.
4. From a point half-way down the right hand side of the map, draw a wavy line westward until it meets the river. Label it ROCK CREEK.
5. Directly north of the point where Rock Creek meets the Big Muddy, draw 5 vertical lines. Label these TREES.
6. From the tree farthest west, draw a solid line northward until you read the edge of the map. Label this FENCE.
7. At the halfway point of the fence, mark an X.
8. Draw an arrow ½" long from the X westward. Mark an X at the western point of the arrow and label it DIG HERE. This is where the treasure is.

- -

9. After drawing your map, check card number______and see how well you followed directions.



JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: 3 - 6

OBJECTIVE: Learning to follow exact directions.

ACTIVITY:
1. Read all of the directions before doing any of them.
2. Copy the first paragraph of your story.
3. Put one line under each noun.
4. Put a box around each proper noun.
5. Put a circle around each verb.
6. Make a list of all the adjectives below the paragraph. Opposite each adjective write a snyonym for it.

- -

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: 2 - 4

OBJECTIVE: To learn to follow directions.

ACTIVITY:
1. Read the story.
2. Find all the words that help describe the main character.
3. Write the name of the main character at the top of the page. Underneath, write all the descriptive words you found that describe the character.
4. Draw a picture of the main character to illustrate the words you found.

Sarah Reynolds

JC-74

JOB CARD NO._______

SKILL: Following Directions

GRADE LEVEL: 3 - 6

OBJECTIVE: This activity will help you learn to follow written directions.

ACTIVITY: Draw two vertical parallel lines five inches long and two inches apart. Draw an oval at the top and bottom of the two lines touching the lines on each side.

Erase the top half of the bottom oval.

Draw parallel, diagonal lines one-half inch apart between the two parallel lines.

Draw a three inch wavy line from the center of the top oval upward.

Name what you've drawn.

- -

JOB CARD NO._______

SKILL: Following Directions

GRADE LEVEL: 2 - 6

OBJECTIVE: You will practice following written directions.

ACTIVITY: Pick three characters that you liked from one of the stories you've read.

1. From construction paper, cut out the heads and bodies of these characters.
2. Paste them on another piece of construction paper.
3. On the bottom of the paper write something about each character.

JOB CARD NO.______

SKILL: Following Directions

GRADE LEVEL: 4 - 6

OBJECTIVE: You will write directions for others to follow.

ACTIVITY: Pretend that you must teach a game (Checkers, Four-square, Tic-tac-toe, or another game) to someone who has never heard of it. Write down the rules and number them. Show your rules to a friend, who perhaps does not know the game, and ask him to explain the game as you have described it in your rules. If your friend could not follow your directions, rewrite them so that they can be followed more easily.

Harold L. Cooper

- -

JOB CARD ACTIVITIES
FOR THE
DEVELOPMENT OF WORD MEANING SKILLS

JOB CARD NO.______

SKILL: Vocabulary

GRADE LEVEL: 3 - 6

OBJECTIVE: When two words sound alike but are spelled differently and have different meanings, you need to know how they are used in a sentence before you can decide which spelling to use. Such words are called HOMONYMS. In order to expand your knowledge of homonyms, do the following activity.

ACTIVITY: After each of the following words, write the word from the list at the right that is its homonym.

sealing____________________

seen____________________

steps____________________

mind____________________

sense____________________

past____________________

bass____________________

bad____________________

- steppes
- passed
- mined
- ceiling
- bade
- base
- cents
- scene

J. Tomlinson

- -

JOB CARD NO.______

SKILL: Vocabulary - Word Recognition Skills

GRADE LEVEL: 4 - 6

OBJECTIVE: Endings and Affixes

If you have forgotten the meaning of the words "suffix" and "prefix", you'd better look them up in the dictionary before beginning this page.

ACTIVITY: Here is a list of words that include endings, prefixes and suffixes. Put a square around the endings and suffixes. Put a circle around the prefixes. The first two have been done for you.

- dishonest
- amusement
- combination
- uncomfortable
- debatable
- inoperable
- childhood
- musical
- postwar
- unsuccessful
- immovable
- subdivision
- actor
- misspelled
- unthinkable
- disassociation
- disloyal
- impossible
- action
- prepayable
- lovely
- unlikely
- misleading
- leaderless

Criterion: 95% Correct.

L. Hatcher

JOB CARD NO._______

SKILL: Vocabulary

GRADE LEVEL: 3 - 6

OBJECTIVE: To learn to use the dictionary to locate word meanings.

ACTIVITY: Look at the words at the back of your reading book. Pick out 3 of the most interesting words. Look them up in the dictionary. Use each of the words in a sentence. Write the sentences on a piece of paper.

JOB CARD NO._______

SKILL: Vocabulary

GRADE LEVEL: 3 - 6

OBJECTIVE: This activity will help you to expand your vocabulary and you, in turn, will help a friend expand his vocabulary.

ACTIVITY: Make ten vocabulary cards. Put the word on the front. On the back, write the pronunciation, definition and a sample sentence.

Test out a friend to see which words your friend knows. Teach your friend three words that were not known.

JOB CARD NO.______

SKILL: Vocabulary

GRADE LEVEL: 3 - 6

OBJECTIVE: To learn to spell words and to recognize their synonym.

ACTIVITY: Unscramble these words. The synonym is on the right for your help!

1.	loblat	1.	vote
2.	eropine	2.	settler
3.	crevol	3.	plant
4.	brilyet	4.	freedom
5.	graeon	5.	fruit
6.	drobre	6.	edge
7.	untipea	7.	flower
8.	baritb	8.	animal

JOB CARD NO.______

SKILL: Vocabulary

GRADE LEVEL: 4 - 8

OBJECTIVE: To develop word meaning.

ACTIVITY: As you read this story write down the words you do not know. Find out their meanings. Use as many of these words as you can in a story of your own.

JOB CARD NO.______

SKILL: Vocabulary - Synonyms and Antonyms

GRADE LEVEL: 3 - 6

OBJECTIVE: Finding synonyms and antonyms.

Synonyms Words that mean the same or about the same as another word.

Antonyms Words that mean the opposite or about the opposite of another word.

ACTIVITY: Find as many pairs of words in your story that mean the same or that are the opposite of each other.

Examples: Synonyms -- large - huge terrible - horrible

Antonyms -- hot - cold high - low

- -

JOB CARD NO.______

SKILL: Vocabulary

GRADE LEVEL: 2 - 6

OBJECTIVE: To learn to recognize compound words and to learn their meanings.

ACTIVITY: Find all the compound words in the story. Copy them. Tell their meaning.

JOB CARD NO.______

SKILL: Vocabulary

GRADE LEVEL: Primary

OBJECTIVE: Learning to identify homonyms.

ACTIVITY: Show that you know words that sound the same, but are not spelled the same.

Copy these words:

see______________ two______________

meat______________ wring______________

hoarse______________ blew______________

Write a word that sounds the same, but is spelled differently.

Write a sentence for one set of words.

Jo Ellen Moore

JOB CARD NO.______

SKILL: Vocabulary

GRADE LEVEL: 3 - 6

OBJECTIVE: Structural analysis

ACTIVITY: The following list of words is tricky. Some have affixes and inflectional endings, and some appear to have, but only look that way. If the underlined part of the word is an affix or inflectional ending, put a check in the blank that follows.

Criterion: 90% Correct.

crossable _____
stable _____
careless _____
overnice _____
butter _____
kitten _____

unlit _____
joyous _____
untie _____
danger _____
action _____
happen _____

untie _____
regulate _____
legendary _____
pretty _____
doctor _____
operator _____

backyard _____
terrorism _____
tempest _____
medicine _____
kindly _____
rheumatic _____

L. Hatcher

JOB CARD NO._______

SKILL: Vocabulary

GRADE LEVEL: 3 - 6

OBJECTIVE: To locate words that describe place and speed and words that tell when and where something happened.

ACTIVITY: Write these headings below on writing paper. Find as many words as you can from today's story to go with the headings and write them after the headings.

Words telling how high
Words telling when
Words telling how slow
Words telling how fast
Words telling how low
Words telling where

JOB CARD NO._______

SKILL: Vocabulary

GRADE LEVEL: Primary

OBJECTIVE: To learn words of similar meanings.

ACTIVITY:

1. Choose a partner to work with.
2. Take a deck of word cards.
3. Pronounce the words and then give a synonym for each word.
4. Your partner will check your answer from the back of each card.

MATERIALS: Deck of synonym word-cards.

Emilie Haas

JOB CARD NO.______

SKILL: Vocabulary - Classification

GRADE LEVEL: 2 - 4

OBJECTIVE: To learn to classify words.

ACTIVITY: All of the words are in the same group. On another piece of paper tell what group the words are in.

1. boy, girl, baby. All are__________.
2. rose, daisy, tulip. All are__________.
3. quarter, dime, penny. All are__________.
4. barn, house, store. All are__________.
5. cake, hot dog, apple. All are__________.
6. dress, hat, tie. All are__________.
7. balloon, doll, ball. All are__________.
8. bus, train, plane. All are__________.
9. floor, window, chimney. All are__________.

Look on the back for the answers.

1. children 2. flowers 3. coins, etc. Some may have more than one answer.

Mary Carolyn Palmer

- -

JOB CARD NO.______

SKILL: Vocabulary

GRADE LEVEL: Primary or Intermediate

OBJECTIVE: To find descriptive words.

ACTIVITY: 1. Find ten words that tell about the main character in your story.

2. Write the words on your paper.

MATERIALS: A short story of the child's choice.

Vicki Noble

JOB CARD NO.______

SKILL: Vocabulary - Classifying

GRADE LEVEL: 2 - 6

OBJECTIVE: To learn to classify words.

ACTIVITY: Divide your paper in three columns and put these words at the top:

1. furniture 2. appliances 3. tools

From an old newspaper read the ads and list as many as you can that fit under these categories.

JOB CARD NO.______

SKILL: Vocabulary - Classification

GRADE LEVEL: 1 - 2

OBJECTIVE: Pick pictures to go under headings.

ACTIVITY:

1. Fold paper to make 4 rows.
2. Write one heading on each row.
    - (1) food
    - (2) animal
    - (3) toy
    - (4) clothes
3. Cut pictures from magazine.
4. Paste pictures in the row with the heading it goes with.

JOB CARD NO._______

SKILL: Vocabulary

GRADE LEVEL: 1 - 3

OBJECTIVE: Using words in sentences.

ACTIVITY:
1. Read your story.
2. Find 5 "doing" words.
3. Write a new sentence using each word.

JOB CARD NO._______

SKILL: Vocabulary - Word Meanings

GRADE LEVEL: 2 - 6

OBJECTIVE: To learn to recognize descriptive words.

ACTIVITY:
1. Read a story.
2. Pick one of the main characters.
3. List all the words that describe this character.

LaVerne Ostermeyer

JOB CARD NO.______

SKILL: Vocabulary - Word Meaning

GRADE LEVEL: 3 - 6

OBJECTIVE: Understanding the meanings of words as used in a particular context.

ACTIVITY: Look up six words in the story whose meanings you do not know or that you are doubtful of.

Write a sentence using the same meaning of the word.

JOB CARD NO.______

SKILL: Vocabulary - Word Meanings

GRADE LEVEL: 1 - 3

OBJECTIVE: This job will show me what these words mean to you.

ACTIVITY: Read these 8 words. Make a picture for 6 words.

FAT
FLY
IN
LIGHT
UP
AT
BACK
TO

JOB CARD NO.______

SKILL: Vocabulary Development, Dictionary Use

GRADE LEVEL: 4 - 8

OBJECTIVE: Substituting meanings for unknown words.

ACTIVITY: Professor B. Fuddled likes to use big words and complicated sentences. Here is how the professor would say some well known proverbs. See how many you can recognize. You may need to look up some of the words in the dictionary. Write down your translations.

1. Exercise your visual faculties prior to executing a jump.
2. An excess of individuals skilled in the preparation of edibles impairs the quality of a thin derivative of meat.
3. A feathered biped in the terminal part of the arm equals in value a pair of feathered bipeds in densely branched shrubbery.
4. Securing the minimal unit of the U.S. medium of exchange is a similar amount of currency acquired by labor.
5. Do not relinquish a task until another period of time which can be executed within this 24 hours.

The answers are on the back.

- -

ANSWERS FOR ABOVE JOB CARD

1. Look before you leap.
2. Too many cooks spoil the broth.
3. A bird in the hand is worth two in the bush.
4. A penny saved is a penny earned.
5. Do not put off until tomorrow what can be done today.

JC-87

JOB CARD NO.______

SKILL: Vocabulary

GRADE LEVEL: 2 - 6

OBJECTIVE: Word, phrase & sentence meaning.

ACTIVITY: You know there are different ways to say the same thing. For example: Tom ran quickly. Tom ran fast. The wife of the king came in. The Queen came in.

1. From a story that you have read, copy 5 sentences that have a word, or words that you can change to another word which means the same thing.
2. Write each sentence again with the new word or words you have changed.
3. Write the name of the book and the name of the story you have read.

- -

JOB CARD NO.______

SKILL: Vocabulary

GRADE LEVEL: 4 - 8

OBJECTIVE: To increase your word power.

ACTIVITY:

1. Pick 10 words in the story you find difficult. Write each word in a different index card on the top left hand corner.
2. Find each word in the dictionary and on the back of the card write the meaning that matches the meaning of the word as it was used in the story.
3. Below the meaning for each word, write a sentence in which you use the word.
4. Test yourself. Read each word. Do you remember the meaning of each word?

Maximum time for this activity is one week.

Carole Ladd

JC-88

JOB CARD NO.______

SKILL: Vocabulary - Word Meanings

GRADE LEVEL: 3 - 6

OBJECTIVE: To become aware of word meanings and to use words in a creative story.

ACTIVITY:

1. Pick out the words, phrases and exclamations which make a good word picture of an event which occurred in the story.
2. Write an original story. Use these words, phrases and exclamations to make a word picture which will fit your own story.

JOB CARD NO.______

SKILL: Vocabulary

GRADE LEVEL: 3 - 6

OBJECTIVE: Classifying

ACTIVITY: Skim the story. List words from the story under each of the following headings on writing paper:

when where animals people buildings

JOB CARD NO.______

SKILL: Vocabulary

GRADE LEVEL: 2 - 4

OBJECTIVE: To learn multiple meanings of words.

ACTIVITY: Write two sentences for each of the following words. Use the words differently in each sentence.

Example: can

1. Every summer we can peaches.
2. The oil is in the can.

water
run
walk
train
milk
spring

Jeanne Snyder

JOB CARD NO.______

SKILL: Vocabulary

GRADE LEVEL: 4 - 8

OBJECTIVE: To enable you to remember better the meanings of words which are new to you.

ACTIVITY: Select four or more new words from your reader or from a book of your choice. Copy the sentences with the new words on a sheet of paper. Look up the meanings of the new words in a dictionary. Then rewrite the sentences without using the new words, but do not change the meaning of the sentences.

Stanley W. Leavell

JOB CARD NO.______

SKILL: Vocabulary - Word Meanings

GRADE LEVEL: 2 - 4

OBJECTIVE: To learn to understand the vocabulary in the story.

ACTIVITY:

1. Read the story in the book. Look at the pictures and choose your favorite one.
2. Using some of the vocabulary in the story, describe what is happening in the picture.
3. Underline the words that you got from the book.

Sarah Reynolds

JOB CARD NO.______

SKILL: Vocabulary

GRADE LEVEL: 3 - 8 (upper second also)

OBJECTIVE: To learn word meanings.

ACTIVITY:

1. Make own crossword puzzle with words.
2. List clues Across and Down for words.
3. Be sure to number clues and words.

MATERIALS: List of words from any level speller. (Flashcards will do also) Paper. Pencil.

Sandra Sockol

JOB CARD NO.______

SKILL: Vocabulary - Word Meanings

GRADE LEVEL: 2 - 6

OBJECTIVE: To find an antonym for words in a story.

ACTIVITY: Read a story.

List 10 words from the story.

Write an antonym for each word you list.

- -

JOB CARD NO.______

SKILL: Vocabulary - Word Meanings

GRADE LEVEL: 3 - 6

OBJECTIVE: Demonstrate the understanding of word meanings and the ability to use these words in another context.

ACTIVITY:

1. Pick out at least seven words and phrases that accurately describe something that happened in the story.
2. Write an original story using these same words and phrases to make a word picture which will fit your story.

JOB CARD NO.______

SKILL: Vocabulary - Word Meanings

GRADE LEVEL: 2 - 4

OBJECTIVE: To learn to classify words.

ACTIVITY: At the top of your paper write the following words:

1. Color words 2. Size words 3. Feeling words

Write as many words as you can that would fit under these categories.

You may use the dictionary or a library book if you wish.

O. Mack

JOB CARD NO.______

SKILL: Vocabulary - Word Meanings

GRADE LEVEL: 2 - 4

OBJECTIVE: To develop recognition of color words.

ACTIVITY: Write a list of the color words in this story.

John rode his big green bike down the street. It was spring and there were big white clouds in the blue sky. As he went he noticed some pretty yellow, pink, and violet flowers in a garden in front of a little brown house. He also noticed a black dog chasing an orange cat. Soon it was time for him to go home so he turned around and headed back. When he reached home his mother told him that he was just in time to have a big dish of red strawberries with her.

JOB CARD NO._____

SKILL: Vocabulary Development

GRADE LEVEL: 3 - 8

OBJECTIVE: This activity will make you aware of words that are used only in sports and of words that take on new meanings when used in sports writings.

ACTIVITY: Examine a sports page and list all the words that are used only in sports (such words as innings, referee, pennant). Then list the sports words that sometimes have another meaning (score, overtime, coach). Use these words in sentences to show a non-sports meaning.

Mareta Varner

JOB CARD NO._____

SKILL: Vocabulary Development

GRADE LEVEL: 4 - 8

OBJECTIVE: This activity will make you aware of descriptive words.

ACTIVITY: Find an ad in a newspaper, such as a full-page ad for a large department store. List all the descriptive words that you can find for the articles advertized. Then across from each word, list a synonym that could be used to describe the article advertised.

Mareta Varner

JOB CARD ACTIVITIES
TO DEVELOP DICTIONARY SKILLS

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 3 - 6

OBJECTIVE: To learn that words sometimes have multiple meanings.

ACTIVITY: Some of our words in our language have different meanings. Look in the dictionary and find as many meanings as you can for the list of words below.

dart
date
court
crest
dock
drill
element
fan
file
fillet

JOB CARD NO.______

SKILL: Dictionary Skill

GRADE LEVEL: 1 - 2

OBJECTIVE: Put pictures in alphabetical order.

ACTIVITY: Cut six things from a magazine. Paste the pictures in the order they come in the alphabet.

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 4 - 8

OBJECTIVE: To learn pronunciations of words not already known. To use the dictionary to help you pronounce these words.

ACTIVITY: As you read this story, write down the words you feel you would have trouble pronouncing. Look them up in a dictionary. Then write out their pronunciations and practice saying them. If you have time, go back in the story and practice reading the sentences that contain these same words.

Randy Keene

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: Primary

OBJECTIVE: To learn to use the dictionary to locate word meanings and to follow written directions.

ACTIVITY: Look up the word "summer" in your dictionary. What page did you find it on? What does the dictionary say "summer" means? Write it on a piece of paper.

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 3 - 6

OBJECTIVE: To learn to use the dictionary to aid in the pronunciation of words.

ACTIVITY: Choose 10 words from the story. Look each one up in the dictionary. Copy the word. Show how it is divided into syllables and the diacritical markings.

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 3 - 6

OBJECTIVE: To learn to use the dictionary for word meanings.

ACTIVITY: List all the words of which meanings you are not sure. Find them in the dictionary or the glossary of the book. Choose the meaning which you think best fits the use of the word in the story. Write your word and definition on a 3 x 5 card. Put the word on one side and the definition on the other.

Emma Washington

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 2 - 5

OBJECTIVE: To practice alphabetizing.

ACTIVITY:

1. Get a box of alphabet cards.
2. Put them all in the right order.
3. See how fast you can do it.
4. Use a timer.
5. Check your alphabet from your spelling book.
6. Write the alphabet.

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 3 - 6

OBJECTIVE: To practice using the pronunciations in a dictionary concentrating on the "gh" sound.

ACTIVITY: Find 15 words in your story that have the "gh" combination in them.

Write them on paper.

Use the dictionary to determine the sound of the "gh".

It may sound like "f" as in laugh.

It may sound like "g" as in ghost.

It may be silent as in thought.

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: Primary

OBJECTIVE: To learn alphabetical order.

ACTIVITY:

ABC ORDER

Find a word for each of these letters:

c b f g
h a d e

Write the words on a piece of paper.

Now write the words again in ABC order.

Jo Ellen Moore

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 2 - 4

OBJECTIVE: To learn to use the dictionary to locate word meanings.

ACTIVITY:

1. Choose a book from the library shelf.
2. As you read the story, write down all of the words which you do not know.
3. Look up these words in the dictionary. Beside each word write the meaning that fits with the use of the word in the story.

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 1 - 3

OBJECTIVE: To understand and follow written directions

ACTIVITY: You will need: art paper
crayons

*Read this first -- then follow the directions.

1. Draw a school.
2. Put a tree by the school.
3. Put a bird in the tree.
4. Draw a child going through the front door.
5. Put a cat under the tree.
6. Draw an airplane flying over the school.
7. Put a sun up in the sky.

▲ Write all the words that tell where on the back of your picture.

On back of job card (by - in - through - under - over - up)

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 4 - 6

OBJECTIVE: To demonstrate that you can read the following directions and do exactly as they direct.

ACTIVITY: On your papers list examples of the following that you find in your dictionary:

1. Two words with 3 syllables.

2. Two words that are accented on the second syllable.

3. Two words that can be used both as nouns and as verbs.

4. Three words with 4 or more meanings for each word.

Anne Bagby

JC-100

JOB CARD NO.________

SKILL: Dictionary Skills

GRADE LEVEL: 4 - 6

OBJECTIVE: To give you practice at reading various word definitions and applying those definitions in a sentence to show that you understand the meanings.

ACTIVITY:
1. Find 3 different meanings for each of the following words.
2. Use each word in 3 sentences to show you know 3 meanings for each word.

hand
board
ear
eye
deck
court
fast
bar
scale

- -

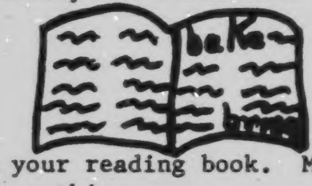
JOB CARD NO.________

SKILL: Dictionary Skills

GRADE LEVEL: 2 - 6

OBJECTIVE: To learn to use guide words and to arrange words alphabetically.

ACTIVITY: On a page in a dictionary the first word is bake and the last word is bring.



Choose a story from your reading book. Make a list of all the words that would go on this page.

BONUS: Write the words in alphabetical order.

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 4 - 6

OBJECTIVE: You will use the dictionary to find information.

ACTIVITY: Using an adult dictionary, find 20 words of foreign origin and list them by the language they came from.

Look up "investigate" to find out how many suffixes are usable with it. Write the words using all the suffixes.

Look up the names of 15 kinds of food or drink. Find out which language these words had for their origin. List them by their foreign origin.

Harold L. Cooper

JOB CARD NO.______

SKILL: Dictionary Skill

GRADE LEVEL: 3 - 6

OBJECTIVE: To become aware of prefixes and how they change word meanings.

ACTIVITY:

1. Using a dictionary find the meaning for the following prefixes:

   re
   un
   dis
   ex
   de
   com

2. Find words in your story that can be changed by adding one of the prefixes above. Be sure your words are real words.

3. Make a sentence with each of your new words.

Faye Ann Willett

JOB CARD NO.______

SKILL: Dictionary Skill

GRADE LEVEL: 2 - 4

OBJECTIVE: To learn to use the dictionary for help in pronunciation of words.

ACTIVITY: Get a dictionary (Thorndike Barnhart Beginning Dictionary), a piece of paper, and a pencil.

1. Write the respellings for each of the following words:

hope hop rag rage met meet pin pine cut cute chest
which witch

Jeanne Snyder

JOB CARD NO.______

SKILL: Dictionary Skill (Guide Words)

GRADE LEVEL: 4 - 8

OBJECTIVE: For you to be able to find words in the dictionary more quickly through the use of guide words. Guide words are the first and last entries on the page.

ACTIVITY: Find the following words in the Thorndike Barnhart Beginning Dictionary:

lavish gondola mercenary crony

Copy each word on a sheet of paper, and next to each word write the guide words which are at the top of the page on which you find it.

Stanley W. Leavell

JOB CARD NO.______

SKILL: Dictionary Skill

GRADE LEVEL: 3 - 6

OBJECTIVE: Use your dictionary to expand your vocabulary by locating the answers to the questions given below.

ACTIVITY: Use your dictionary to find the answers to the following questions. Write your answers on a separate sheet of paper.

1. Can a centaur be found in a zoo?
2. Was Ceres the same goddess as Demeter?
3. Is a poetess a man who writes poems?
4. Did Benjamin Franklin fight in the War of 1812?
5. Is a grackle a kind of noise?
6. Is a limerick a kind of soft drink?
7. Is a puffin a small pillow?
8. Is a statute a law?
9. Is the Volga an inland sea?
10. Is Huron the second largest of the five Great Lakes?

J. Tomlinson

JOB CARD NO.______

SKILL: Dictionary Skill

GRADE LEVEL: 3 - 6

OBJECTIVE: Locating words in the dictionary.

ACTIVITY: Take each word from given list and locate in the dictionary. After each word write the guide words from page the word is found on.

S. Robinson

JOB CARD NO.______

SKILL: Dictionary Skills - Locational

GRADE LEVEL: Primary

OBJECTIVE: This will show how well you can find words in the picture dictionary.

ACTIVITY: Get your picture dictionary. Find these title pages.

THINGS FOOD PEOPLE

Write 2 words you find.

Write the page number.

K. Aguilar

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 2 - 4

OBJECTIVE: To develop your dictionary skills.

ACTIVITY:

1. Read the story.
2. Choose ten new words from that story.
3. Arrange them in alphabetical order.
4. Look the words up in the dictionary and write one meaning for each word.

Sarah Reynolds

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 2 - 6

OBJECTIVE: To teach alphabetical skills.

ACTIVITY:

1. Put the names of your class members on a word card -- one name to a card.
2. Put cards in a box labeled with directions: "Put our names in alphabetical order."
3. Students who have problems with the sequence should get the teacher to place numbers on the backs of the cards, for checking.

MATERIALS: 2 x 2 pieces of tagboard and a colored marker.

GROUP SIZE: Individual or pairs.

L. Hatcher

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 4

OBJECTIVE: To practice your spelling words, alphabetizing, and your skill at locating words in a dictionary.

ACTIVITY:

1. Alphabetize your spelling words.
2. Look up each word in your dictionary and write the dictionary pronunciation.

Anne Bagby

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 3 - 4

OBJECTIVE: To learn alphabetical arrangement of words using the second letter of the word.

ACTIVITY:
1. List all the words you can find in this story which begin with the letter "c".
2. List these words in alphabetical order using the second letter.

MATERIALS: A short story of the child's choice.

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 2, 3, 4

OBJECTIVE: To practice alphabetizing words for use of reference books.

ACTIVITY: Using a sheet of paper, rewrite the lists of words in alphabetical order. Do not mix the lists of words.

1	2	3	4
eagle	lemon	beans	green
cow	berry	artichoke	bray
ant	fig	broccoli	brick
bear	peach	avocado	gray
deer	date	corn	brown
fox	watermelon	cabbage	grape

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 3 - 6

OBJECTIVE: To practice the use of the dictionary.

ACTIVITY: Write these headings on your paper; Anglo-Saxon, Latin, Spanish, American-Indian. Look up these words and write them under the name of the language from which they were derived.

porter
canyon
furlong
insolent
moccasin
pinto

J. Brandlin

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: 1 - 3

OBJECTIVE: To learn to locate words in the dictionary and to find the word meanings.

ACTIVITY:

1. Look up the word volcano in the dictionary.
2. Write a definition of the word volcano.
3. Draw a picture of a volcano.

Noela Whitney

JOB CARD NO.______

SKILL: Dictionary Skills - Locational

GRADE LEVEL: 3 - 6

OBJECTIVE: To practice arranging words in alphabetical order.

ACTIVITY:

1. Make a list of names of things (objects, people, places, streets, books, etc.) which you have found in your story.
2. Arrange these names in alphabetical order.

Elaine Smith

JOB CARD NO.______

SKILL: Dictionary Skills

GRADE LEVEL: Primary

OBJECTIVE: To learn alphabetical arrangement.

ACTIVITY:

1. Get a pencil and a sheet of paper.
2. Write the letters that come before and after each of the letters below.
3. Check your work with the alphabet on the wall when you have finished.

--c-- --k-- --s-- --h-- --o--

--w-- --n-- --p-- --y-- --t--

Emilie Haas

JOB CARD ACTIVITIES

TO DEVELOP RESEARCH AND REFERENCE SKILLS

JOB CARD NO._____

SKILL: Map Reading

GRADE LEVEL: 4 - 6

OBJECTIVE: To learn about reading a map.

ACTIVITY: Decide upon something small and simple to hide somewhere in your classroom. Pick a hiding place that is easy to reach (such as behind a desk or under a book). Hide the object. Now make a map of your classroom, showing the desks, door and windows, and the blackboards. Your map should show the hiding place without giving away the secret. Draw a big X where you wish anyone to begin. Below the map, write how many steps to walk from the X and the direction the treasure-seeker must go. If he must turn, tell the direction to turn and the number of steps to walk in that direction. Give your map to a friend and tell him what the "treasure" is that is hidden. Let him try to find it.

Harold L. Cooper

- -

JOB CARD NO._______

SKILL: Research and Critical Study Skills

GRADE LEVEL: 4 - 8

OBJECTIVE: To relate ideas gained from reading to a possible personal experience.

ACTIVITY: Read a story about the early explorers in the Western United States.

Compare the way they did things, traveled, and worked with the way you do these things. Tell about the problems they had. Do we have any of these same problems today? Would you like to have lived back in those days? Why?

George L. Turner

JOB CARD NO.______

SKILL: Reference Skill

GRADE LEVEL: 3 - 6

OBJECTIVE: To learn to locate information in an encyclopedia.

ACTIVITY: Use a set of encyclopedias to answer the following questions:

a. Where in the encyclopedia would you find information about a flying squirrel? Give the volume and page number.

b. Where would you find information about wild horses? Give the volume and page number.

Faye Ann Willett

- -

JOB CARD NO.______

SKILL: Reference Skill

GRADE LEVEL: 4 - 6

OBJECTIVE: You will practice your library skills by using the card catalogue.

ACTIVITY:

1. Choose any fictional book you have enjoyed and look in the card catalog to find the author card. Is there any other book in the library written by that same author? Name it.
2. Choose a subject like ants or drawing. Use the subject cards in the catalog to list all the books in the library on your subject. Write their names and library numbers.

Harold L. Cooper

JOB CARD NO._______

SKILL: Research Skill

GRADE LEVEL: 2 - 4

OBJECTIVE: To learn to use an index.

ACTIVITY: Below is part of an index from a science book and some questions about it. Read the index and then write the answers to the questions on a piece of paper.

Apes, 12
Bats, 3, 35-38
Birds, 5, 27
Camels, 45, 96
Dogs, 21
Elephants, 49-82
Flying mammals, 3, 35-38
Goats, 51, 75, 92

1. On what pages might you find information about elephants?
2. On what pages would you find information about birds?
3. Under what two headings could you find information about bats?
4. On what pages could you find information about flying animals?

Jeanne Snyder

JOB CARD NO._______

SKILL: Research Skill (World Almanac)

GRADE LEVEL: 4 - 8

OBJECTIVE: That you become aware of the kinds of information to be found in the World Almanac and Book of Facts. Also that you become able to find information that you are looking for quickly and easily.

ACTIVITY:

1. Try to find the birthday of a famous American who is still living.
2. What state interests you the most? What can you find out about it in the Almanac?
3. Look at the time on the clock. What time is it in London, England? Istanbul? Tokyo?

Stanley W. Leavell

JOB CARD NO.______

SKILL: Research Skill

GRADE LEVEL: 1 - 6

OBJECTIVE: To use books to gain information.

ACTIVITY:
1. Make a scrapbook of some of the things you read about.
2. Make a collection of other things that would be about your subject.
3. Label or write about your pictures.

Bertha Stephens

JOB CARD NO.______

SKILL: Research Skill

GRADE LEVEL: 1 - 6

OBJECTIVE: To learn to locate information in books.

ACTIVITY: Look in the room library or in the school library for other books or stories on this same subject. Write down the title of each book and the author. Give your page reference.

JOB CARD NO.______

SKILL: Research Skill - Dictionary

GRADE LEVEL: 2 - 4

OBJECTIVE: To develop your research skills.

ACTIVITY:

1. Read the story.
2. Write down three words you want to know more about.
3. Look the words up in the dictionary and write down one meaning for each word.
4. Go to the reference shelf and see if your word is in the encyclopedia.
5. Can you find another book that has your word? If so, which book?

Sarah Reynolds

JOB CARD NO.______

SKILL: Research Skills

GRADE LEVEL: 4 - 6

OBJECTIVE: To develop the ability to use books to locate information.

ACTIVITY: Read a science book or a book about a real person or animal.

Make a list of five things that you learned by reading the book.

**USE THE ENCYCLOPEDIA TO FIND OUT MORE!

JOB CARD NO.______

SKILL: Research Skills

GRADE LEVEL: Primary

OBJECTIVE: Using the Table of Contents.

ACTIVITY: Look at the table of contents in your reading book.

Find all the stories about animals.

Write the titles of these stories on a piece of paper.

- -

JOB CARD NO.______

SKILL: Research Skill

GRADE LEVEL: 2 - 4

OBJECTIVE: To develop the ability to use books to locate information.

ACTIVITY:

1. Read a story about an animal.
2. Find out more about this animal in our animal books.
3. Make this animal out of clay. After the clay is dry, paint the animal.

JOB CARD NO.______

SKILL: Research Skills

GRADE LEVEL: 3 - 6

OBJECTIVE: To find out more about certain occupations and practice using reference materials. (encyclopedia)

ACTIVITY: Use an encyclopedia (or any other book of reference in the library) to write a paper about an occupation (job) that is mentioned in your story. It may be a job that someone has or a job that was talked about in your story.

William M. Kucher

JOB CARD NO.______

SKILL: Research Skill

GRADE LEVEL: 1 - 6

OBJECTIVE: To learn to use books to locate information.

ACTIVITY: Read in some source book in the room more information about something mentioned in the story. Be ready to tell the rest of the class about it.

JOB CARD NO.______

SKILL: Research Skill

GRADE LEVEL: 4 - 8

OBJECTIVE: To use the encyclopedia to gain information.

ACTIVITY: After reading the story, use an encyclopedia to write a short biographical account of the author.

- -

JOB CARD NO.______

SKILL: Research Skill

GRADE LEVEL: 3 - 6

OBJECTIVE: To learn to use books for information.

ACTIVITY: Look at a biography of some well-known person. When was that person born? Where was he born? How many children were in his family? Write your answers on a piece of paper.

JOB CARD NO.______

SKILL: Research Skills

GRADE LEVEL: 1 - 6

OBJECTIVE: To learn to use newspapers and magazines to locate information.

ACTIVITY: 1. Prepare a scrapbook of additional material on the subject of this book or story. Include in your scrapbook pictures and articles from old newspapers and magazines. Also put in some pictures you have made yourself. Be sure to put in captions and labels so that one can tell what each thing is.

Elaine Smith

- -

JOB CARD NO.______

SKILL: Research Skills

GRADE LEVEL: 3 - 6

OBJECTIVE: To learn to use books for information; to learn to take notes; and to speak from notes.

ACTIVITY: Read in some source book in the room or in the library, more information about something mentioned in the story. Write some notes; be ready to give an oral report to the class about that subject.

Jan Shriver

JOB CARD NO.______

SKILL: Research Skills

GRADE LEVEL: 3 - 6

OBJECTIVE: To learn to use the encyclopedia: to write informational reports.

ACTIVITY:

1. Draw a picture of an animal that interests you.
2. Go to the encyclopedia and read about the animal.
3. Write a report and prepare to read the report to your classmates.

Emilie Haas

- -

JOB CARD NO.______

SKILL: Research Skills

GRADE LEVEL: 4 - 6

OBJECTIVE: To develop research skills.

ACTIVITY:

1. Read an informational article or story. What is the subject of this article or story?
2. Look in the room library or in the school library for other books or stories on this same subject.
3. Write down the title of each book and the author. Then give the number of the page where you found more information on this subject.

Salvador Horquita

JOB CARD NO.______

SKILL: Research

GRADE LEVEL: 4 - 8

OBJECTIVE: To locate information in reference books.

ACTIVITY: Decide on two places where you would like to go for summer vacation. Do some research on them and decide which place offers more for you.

D. Robinson

JOB CARD NO.______

SKILL: Research

GRADE LEVEL: 3 - 6

OBJECTIVE: To help you improve your skills in using an encyclopedia.

ACTIVITY: Locate information about the place where your story took place by consulting the encyclopedia. Locate the place on the map or a globe. Write five things you learned about the location.

J. Tomlinson

JOB CARD NO.______

SKILL: Research Skills

GRADE LEVEL: 3 - 6

OBJECTIVE: This activity will help you improve your research skills.

ACTIVITY: List five characters from the story across the top of your paper. Write five characteristics of each person under each name. Using the thesaurus, write at least two antonyms for each characteristic.

JOB CARD NO.______

SKILL: Research

GRADE LEVEL: 4 - 8

OBJECTIVE: Using an encyclopedia.

ACTIVITY: Select a famous or historical person and look in the encyclopedia for information on the person's life and accomplishments.

Design a shield or coat of arms that would be suitable for that person.

Tell why the design is suitable.

JOB CARD NO.______

SKILL: Research Skills

GRADE LEVEL: 2 - 4

OBJECTIVE: To use different library books to locate information.

ACTIVITY:

1. Make a chart with these headings ANIMALS, PEOPLE, AND PLACES.
2. Look through various books to see if you can find the names of animals, people, or places.
3. Make a list under those headings.
4. See which topic has the most words under it.

Carol DiRaimondo

- -

JOB CARD NO.______

SKILL: Research Skills

GRADE LEVEL: 5 - 6

OBJECTIVE: Developing the ability to do research on a given topic and then to use that information in a writing assignment.

ACTIVITY:

1. Choose a topic that interests you (example: ecology, women's lib, rapid transit systems, inflation, etc.)
2. Use at least 3 sources of information. Be sure to make a bibliography.
3. Write an editorial for the newspaper attempting to persuade the readers to agree with your views on the subject.

JOB CARD NO.______

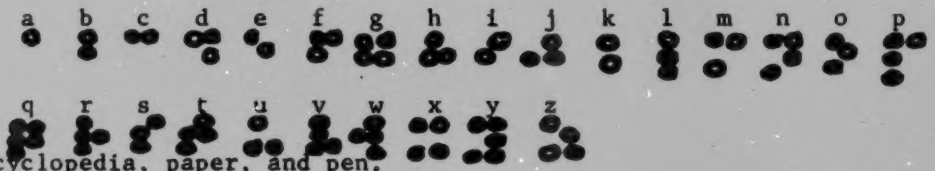
SKILL: Research Skills

GRADE LEVEL: 4 - 6

OBJECTIVE: To acquaint the student with the alphabet for the blind, and to create interest in research.

ACTIVITY:

1. Use the Braille alphabet to write a paragraph to a friend, pretending they are blind.
2. Write a brief description of the man who wrote this alphabet.



MATERIALS: Encyclopedia, paper, and pen.

GROUP SIZE: Individual

L. Hatcher

JOB CARD NO.______

SKILL: Research Skills

GRADE LEVEL: 5 - 6

OBJECTIVE: To show that you can locate specific information; read and understand historical events; write a comparison showing similarities.

ACTIVITY:

1. Get an Almanac and read about the colonization of Georgia, in the U.S.A. and Australia.
2. Write a paragraph on the similarities between the two early colonies.

Anne Bagby

JOB CARD NO.______

SKILL: Research Skills

GRADE LEVEL: 5

OBJECTIVE: Research Skill: Animals

ACTIVITY: After you have read your story, choose one animal that was mentioned. Go to the library and find a book on that animal. Write a short story about that animal. Be sure to include in your story:

1. Where this animal is found.
2. A colorful description of the animal.
3. What does the animal eat.

JOB CARD NO.______

SKILL: Research Skills

GRADE LEVEL: 3 - 6

OBJECTIVE: To learn to use the Table of Contents and the Index.

ACTIVITY: Use the table of contents and the index of your book. List the page numbers in which you find anything about frogs including pictures.

MATERIALS: Science book, paper, pencil.

JOB CARDS

FOR CREATIVE EXPERIENCES

JOB CARD NO.__________

SKILL: Creative Activity

GRADE LEVEL: 1 - 4

OBJECTIVE: To organize information gained from a story through a creative art experience.

ACTIVITY: Read the story again. Choose a scene as a subject for a peep-box. Make a peep-box for this scene.

Rena Di Girolamo

JOB CARD NO.__________

SKILL: Creative Activity

GRADE LEVEL: 3 - 6

OBJECTIVE: To picture the setting of a story. Finding the relationship between various places in which the story takes place.

ACTIVITY: On a piece of construction paper, make a map of the setting of your story. Label the places where certain events happened.

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 2 - 4

OBJECTIVE: To organize information gained from a story through a creative experience.

ACTIVITY:

1. Read a story.
2. What is the story about? Who are the characters in the story?
3. Use a show box and make a peep show. Take the lid off of the box. Cut a round hole in one end of the box.
4. Make the characters out of construction paper and paste them in the box.
5. Make scenery for the box. You may use construction paper and material from the art box.
6. Cover the top of the box with tissue paper. Paste the edges of the tissue paper around the top of the box.
7. Make a sign for your peep show.

Shirley Bechtel

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 2 - 4

OBJECTIVE: To write a creative story.

ACTIVITY:

1. Choose a picture from a magazine.
2. Write a story about the picture.

Shirley Bechtel

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 1 - 2

OBJECTIVE: To write creatively and to practice dramatization.

ACTIVITY: USE YOUR IMAGINATION!

Read a fairy tale.

Make up a little play about the story.

Pick friends to do the play with you. PRACTICE.

Ask me for a time to give the play for the class.

Jo Ellen Moore

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 2 - 4

OBJECTIVE: To show creative expression.

ACTIVITY:

1. Read the story.
2. Think about your favorite parts.
3. With your crayons, draw pictures of the parts you liked best in the story.
4. Write a poem about your pictures.

Sarah Reynolds

JOB CARD NO.________

SKILL: Creative Activity

GRADE LEVEL: Primary

OBJECTIVE: You will tell a story.

ACTIVITY: Get a book from the book shelf.

Look at the pictures only.

Tell a story on the cassettes.

I can listen to it or someone else can listen to it.

K. Aguilar

JOB CARD NO.________

SKILL: Creative Activity

GRADE LEVEL: 3 - 6

OBJECTIVE: To have an art experience; to have experience in labeling objects.

ACTIVITY: Choose one of the things from the list below. Write down what you might find inside of it or draw the items you might find and put labels under them. Put the name of that thing on the back of your picture or list. See if others can guess what item you chose.

1. A Girl's Desk
2. The Refrigerator
3. Trunk of a car
4. A Boy's Pocket
5. A Lady's Handbag
6. A Teacher's Desk
7. A Shopping Cart
8. A Pond

R. Lauterbach

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: Primary

OBJECTIVE: To illustrate through art information gained through reading.

ACTIVITY:

1. Make a mobile of your story.
2. Get paper, crayons, paste, and string.
3. When you finish show them to a friend and the teacher.

Bertha Stephens

- -

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 1 - 4

OBJECTIVE: To have an art and oral language experience.

ACTIVITY:

1. Make a flannel board story.
2. Make the people or animals in the story.
3. Practice your story.

   Have a friend listen.

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 2 - 6

OBJECTIVE: To practice writing a letter.

ACTIVITY: Write a personal letter to your favorite character in the story.

Emma Washington

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 3 - 6

OBJECTIVE: To expand your creative thinking abilities.

ACTIVITY: On what day of the month is your birthday? Open to that page in your book. Make a list of the first word on the next ten pages. See if you can write a story using these words.

M. Overton

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 1 - 6

OBJECTIVE: To furnish opportunity for recreational reading and the giving of an oral report.

ACTIVITY: Read a story of your choice. Give an oral report to the class: then pantomime, one of the characters and have the class try to guess which one it is.

- -

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 4 - 8

OBJECTIVE: To draw or paint a picture that shows what the author said in words.

ACTIVITY: Find a section in your book where the author paints a verbal picture. Re-read this section and draw or paint your own picture of the author's description.

Randy Keene

JC-131

JOB CARD NO._______

SKILL: Creative Activity

GRADE LEVEL: 4 - 8

OBJECTIVE: Creative expression.

ACTIVITY: List three unrelated words, such as the examples given below. Create a short story, using these unrelated words. Your story may be sensible or silly.

1. horse, angel, tea
2. peanut, nightgown, propeller
3. banana split, tobacco, spinning wheel
4. flashlight, hamburger, lawn mover

JOB CARD NO._______

SKILL: Creative Activity

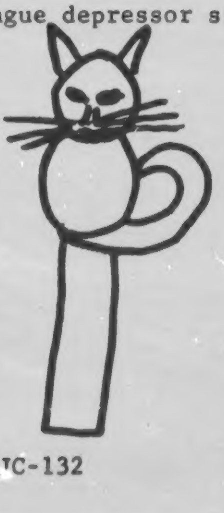
GRADE LEVEL: 1 - 3

OBJECTIVE: To give opportunity to follow directions for doing a creative art activit

ACTIVITY:

1. Get a piece of tag board. Draw, color, and cut out a pet animal you like.
2. Staple it on to a tongue depressor stick.

EX.



Dorothea Nguyen

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 3 - 6

OBJECTIVE: To help you improve your ability for creative thinking.

ACTIVITY: Who was the main character in the story? Choose a character from another story. Plan a meeting between these two people. Write the conversation between the two characters as a play.

J. Tomlinson

- -

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 3 - 6

OBJECTIVE: To practice writing a creative story.

ACTIVITY: Find a picture in a magazine that tells a story. Paste the picture on colored paper. Make up a story suggested by the picture. Write the story. Make a cover for the story.

George L. Turner

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 3 - 8

OBJECTIVE: Story interpretation

ACTIVITY: Read a story in your reading book. Write a sequel or what would come next in another story similar to the first story. Your new story may have all of the same characters or some of them and may continue the same plot as the first story.

George L. Turner

- -

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 2 - 6

OBJECTIVE: To follow directions. To write creatively.

ACTIVITY:
1. Pick out one library book cover.
2. Staple lined paper to the inside.
3. Look at the picture on the cover and its title.
4. Write a story that you think the book is about.

Lucretia Anne Portman

JOB CARD NO._______

SKILL: Creative Activity

GRADE LEVEL: 3 - 6

OBJECTIVE: To write creatively.

ACTIVITY: Write a fable, legend, or fairy tale about some incident or character in the story.

J. Shriver

JOB CARD NO._______

SKILL: Creative Activity

GRADE LEVEL: 4 - 6

OBJECTIVE: To write creatively.

ACTIVITY: Go out and find the oldest and the youngest objects/things you can find, and bring them to your center. Write a one-page essay about why you think these objects are the youngest and the oldest.

MATERIALS: Paper, pen, and two objects. Dictionary may be used, if needed.

L. Hatcher

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 1 - 4

OBJECTIVE: To use art materials to illustrate information gained from reading.

ACTIVITY:

1. Read a description of something.
2. Make an illustration to fit this description. Use any material you wish: clay, chalk, fingerpaint, cloth, crayons, paper, cardboard, string.
3. Make a label to fit your illustration.

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: Primary

OBJECTIVE: To write creatively.

ACTIVITY: Look through the magazine. Find and cut out a nice picture. Tell some things about it. Get ready to read aloud what you wrote.

Emilie Haas

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 3 - 8

OBJECTIVE: To draw a picture from the author's words.

ACTIVITY: Pick one place in the story that the author has talked about and draw a picture of it from his description.

Carole Ladd

- -

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 3

OBJECTIVE: Making picture puzzles.

ACTIVITY: Make a large picture of the story you just read and paste it carefully on cardboard. Then cut the cardboard up into jigsaw size pieces. To be used as jigsaw puzzles.

D. Robinson

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 4 - 6

OBJECTIVE: You will have fun with words.

ACTIVITY: You are to make up 10 names for elephants, 10 more names for insects, and 8 names for noises (names that sound like the noise named).

EXAMPLE: Elephants: Gaul, Fortuno, Juggernaut, Pythagoras, etc.

Insects: Tweedledum, Pipsqueak, Betterment, etc.

Noises: split-up-lip (drinking soup)
ballad (slammed door)
gilt-gelt-gop (dripping water)

Harold L. Cooper

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 4 - 6

OBJECTIVE: To write sentences using the "starters" given.

ACTIVITY: Choose one of the starters and finish the sentence in your words. You can do so with a partner or a group. After you have decided on the sentences, make a picture showing the items you have selected, or make a picture showing the opposite of what you selected and ask your partner to guess what word you chose. Add a starter to the list below.

Starters: Misery is . . . .
A friend is . . .
Love is . . .
Satisfaction is . . .
Home is . . .
Freedom is . . .

Faye Ann Willett

JOB CARD NO.________

SKILL: Creative Activity

GRADE LEVEL: 4 - 6

OBJECTIVE: To write and illustrate an original story.

ACTIVITY:

1. Read a sports story.
2. Write your own sports story making up your own characters.
3. Look through a magazine and cut out pictures to illustrate your story.

Anne Bagby

JOB CARD NO.________

SKILL: Creative Activity

GRADE LEVEL: 3 - 6

OBJECTIVE: Use of student's imagination.

ACTIVITY:

1. Make up another adventure for the characters in your story.
2. Illustrate it.
3. Tell it to the class.

JOB CARD NO.______

SKILL: Creative Activity

GRADE LEVEL: 4 - 8

OBJECTIVE: To share a story you have enjoyed with others through drama.

ACTIVITY: Select a short story which you have recently enjoyed reading and write a short play based upon it. Then select a cast, practice it, and perform it before the class.

Stanley W. Leavell

- -

JC-140

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(USING AN ENCYCLOPEDIA: JC111, JC116, JC117, JC121, JC122, JC123, JC124

USING CARD CATALOGUE: JC111

USING AN INDEX: JC112

CREATIVE ACTIVITIES

CREATIVE WRITING AND STORY STARTERS: LC142, LC143, LC144, LC145, JC126, JC127, JC130, JC132, JC133, JC134, JC135, JC136, JC138, JC139

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MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

READING SUPPORT SYSTEM
FOR
PRIMARY GRADES

JULY, 1972

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PHONETIC SKILLS SEQUENCE

LEVEL I

IA-1	Short a
IA-2	Short o
IA-3	Short e
IA-4	Short u
IA-5	Short i
IA-6	Initial m
IA-7	Final m
IA-8	Initial n
IA-9	Final n
IA-9+	Initial and Final s
IA-10	Initial r
IA-11	Final r
IA-12	Initial d
IA-13	Final d
IA-14	Initial t
IA-15	Final t
IA-16	When presented with words made up of the graphemes in Level I, the child can blend these letters and pronounce the word.
IA-17	When a short vowel word made up of the graphemes in Level I is dictated, the child can spell that word correctly.
IA-18	The child recognizes words that rhyme when these words are made up of the graphemes in Level I.

LEVEL II

IIA-1	Initial g (hard)
IIA-2	Final g (hard)
IIA-3	Initial p
IIA-4	Final p
IIA-5	Initial c (hard)
IIA-6	Blend nd
IIA-7	Initial blend st
IIA-8	Final blend st
IIA-9	Blend nt
IIA-10	Blend gr
IIA-11	Blend dr
IIA-12	Blend sp
IIA-13	Blend mp
IIA-14	Consonant h
IIA-15	Consonant f
IIA-16	When given closed syllable words made up of graphemes in Levels I and II, the child can blend them into words.
IIA-17	When given orally a short vowel word which is made up of the graphemes included in Levels I and II, the child can spell the word correctly.
IIA-18	The child recognizes rhyming words made up of graphemes in Levels I and II.

LEVEL III

IIIB-1	Sound pattern ar (without terminal e)
IIIB-2	Sound pattern er
IIIB-3	Suffix ed (as d, t, and ed sound)
IIIB-4	Ow sound (as in cow)
IIIB-5	Terminal le (as in little)
IIIB-6	Sound pattern ck
IIIB-7	Sound pattern ir (without terminal e)
IIIB-8	Sound pattern or (as in for)
IIIB-9	Sound pattern ore
IIIB-10	When given words made up of the sound-spellings in Levels I, II, III, the child can blend these sounds into words.
IIIB-11	When a word made up of the sound-spellings in Levels I-III, is dictated, the child can write the correct spelling for the word.
IIIB-12	The child recognizes rhyming words made up of graphemes in Level I through III.

LEVEL IV

IVB-1	Long vowel a
IVB-2	Long vowel e
IVB-3	Long vowel i
IVB-4	Long vowel o
IVB-5	Vowel digraph ee
IVB-6	Vowel digraph ea
IVB-7	Vowel digraph ai
IVB-8	Vowel digraph ie
IVB-9	Vowel digraph oa
IVB-10	Vowel digraph oe
IVB-11	Consonant w
IVB-12	Consonant l, L
IVB-13	Consonant b, B
IVB-14	Consonant k, K
IVB-15	Consonant j, J
IVB-16	Consonant v, V
IVB-17	Blend nk
IVB-18	Addition of s to base word to form plural form
IVB-19	When given words made up of graphemes in Levels I-IV, the child can blend the sounds indicated by the letters into words.
IVB-20	When words made up of graphemes in Levels I-IV are dictated, the child can write the correct spelling for these words.
IVB-21	The child recognizes rhyming words made up of the graphemes in Levels I through IV.

LEVEL V

VC-1	Consonant digraph sh
VC-2	Consonant digraph ch
VC-3	Consonant digraph tch
VC-4	Consonant digraph th
VC-5	Consonant digraph wh
VC-6	Consonant digraph ng
VC-7	Sound pattern qu
VC-8	Consonant q
VC-9	Consonant x
VC-10	Consonant y
VC-11	Consonant z
VC-12	Consonant c (soft)
VC-13	Consonant g (soft)
VC-14	Ending ing
VC-15	Ending ed
VC-16	When given words made up of graphemes in Levels I-V, the child can blend the sounds indicated by the letters into words.
VC-17	When words made up of graphemes in Levels I-V are dictated, the child can write the correct spelling for these words.
VC-18	The child recognizes rhyming words made up of the graphemes in Levels I through V.

LEVEL VI

VIC-1	Final y
VIC-2	Sound pattern ay
VIC-3	Sound pattern ey
VIC-4	Ending tion
VIC-5	Ending sion
VIC-6	Sound pattern ar (final)
VIC-7	Sound pattern ir (final)
VIC-8	Sound pattern or (final)
VIC-9	Sound pattern ur (as er)
VIC-10	Sound pattern dg, dge
VIC-11	Sound pattern oo (as in moon)
VIC-12	Sound pattern oo (as in book)
VIC-13	Sound pattern ow (as in snow)
VIC-14	Sound pattern ou (as in thou)
VIC-15	Sound pattern oi
VIC-16	Sound pattern oy
VIC-17	Recognition and understanding of possessives (where s is added)
VIC-18	When given words made up of graphemes in Levels I-VI, the child is able to blend the sounds indicated into words.
VIC-19	When words made up of graphemes in Levels I-VI are dictated, the child is able to write the correct spelling for these words.

LEVEL VII

VIID-1	Sound patterns u-e, ue
VIID-2	Sound pattern ui
VIID-3	Sound pattern ew
VIID-4	Sound pattern eau
VIID-5	Sound pattern aw
VIID-6	Sound pattern au
VIID-7	Sound pattern ph (f)
VIID-8	Sound pattern ch (k)
VIID-9	Sound pattern ch (sh)
VIID-10	Sound pattern wr
VIID-11	Sound pattern kn
VIID-12	Silent b
VIID-13	Silent l
VIID-14	Silent g, h, gh
VIID-15	Sound pattern gh as f
VIID-16	When given words made up of graphemes covered in Levels I-VII, the child is able to blend the sounds indicated into words.
VIID-17	When words made up of graphemes in Levels I-VII are dictated, the child is able to write the correct spelling for these words.

LEVEL VIII

VIIID-1	Short e sound of ea
VIIID-2	Long a sound of ea
VIIID-3	Long e sound of ie
VIIID-4	Long e sound of ei
VIIID-5	Long a sound of ei, eigh
VIIID-6	Long a sound of ey
VIIID-7	Sound pattern of ough
VIIID-8	When given words made up of graphemes in Levels I-VIII, the child can blend the sounds indicated into letters.
VIIID-9	When words made up of graphemes in Levels I-VIII are dictated, the child is able to write the correct spelling for these words.

LEVEL IX

IXE-1	Silent t
IXE-2	Silent ui
IXE-3	Silent uy
IXE-4	Silent ue
IXE-5	Sound pattern mn
IXE-6	Sound pattern ile
IXE-7	Silent ai
IXE-8	Silent ion
IXE-9	When given words made up of graphemes in Levels I-IX, the child is able to blend the sounds indicated into words.
IXE-10	When words made up of graphemes in Levels I-IX are dictated, the child is able to write the correct spelling for these words.

PHONETIC SKILLS SEQUENCE
CLASS PROFILE SHEET
MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

TEACHER________________ SCHOOL ______________ PERIOD_____GRADE______

	LEVEL I																			LEVEL II																	
NAME OF STUDENT	IA-1 Short a	IA-2 Short o	IA-3 Short e	IA-4 Short u	IA-5 Short i	IA-6 Initial m	IA-7 Final m	IA-8 Initial n	IA-9 Final n	IA-9+ Initial & Final s	IA-10 Initial r	IA-11 Final r	IA-12 Initial d	IA-13 Final d	IA-14 Initial t	IA-15 Final t	IA-16 Hears sounds	IA-17 Reads sounds	IA-18 Writes sounds	IIA-1 Initial g (hard)	IIA-2 Final g (hard)	IIA-3 Initial p	IIA-4 Final p	IIA-5 Initial c (hard)	IIA-6 Blend nd	IIA-7 Initial blend st	IIA-8 Final blend st	IIA-9 Blend nt	IIA-10 Blend gr	IIA-11 Blend dr	IIA-12 Blend sp	IIA-13 Blend mp	IIA-14 Consonant H	IIA-15 Consonant f	IIA-16 Reads clos syllab	IIA-17 Spells Level I &I	IIA-18 Hears rhym words
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PHONETIC SKILLS SEQUENCE
CLASS PROFILE SHEET
MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

PP-2

TEACHER____________________ SCHOOL__________________ PERIOD_____ GRADE_____

	LEVEL III												LEVEL IV																				
NAME OF STUDENT	IIIB-1 Sound pattern ar	IIIB-2 Sound pattern er	IIIB-3 Suffix ed	IIIB-4 Ow sound	IIIB-5 Terminal le	IIIB-6 Sound pattern ck	IIIB-7 Sound pattern ir	IIIB-8 Sound pattern or	IIIB-9 Sound pattern ore	IIIB-10 Blends Level I-III	IIIB-11 Spells Level I-III	IIIB-12 Hears rhyme I-III	IVB-1 Long vowel a	IVB-2 Long vowel e	IVB-3 Long vowel i	IVB-4 Long vowel o	IVB-5 Vowel digraph ee	IVB-6 Vowel digraph ea	IVB-7 Vowel digraph ai	IVB-8 Vowel digraph ie	IVB-9 Vowel digraph oa	IVB-10 Vowel digraph oe	IVB-11 Consonant w	IVB-12 Consonant l, L	IVB-13 Consonant b, B	IVB-14 Consonant k, K	IVB-15 Consonant j, J	IVB-16 Consonant v, V	IVB-17 Blend nk	IVB-18 s add. to base word	IVB-19 Blends Level I-IV	IVB-20 Spells Level I-IV	IVB-21 Hears rhyme, I-IV
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PHONETIC SKILLS SEQUENCE
CLASS PROFILE SHEET
MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

EACHER______________________ SCHOOL_______________ PERIOD______ GRADE_______

	LEVEL V																		LEVEL VI																		
NAME OF STUDENT	VC-1 Consnt digraph sh	VC-2 Consnt digraph ch	VC-3 Consnt digraph tch	VC-4 Consnt digraph th	VC-5 Consnt digraph wh	VC-6 Consnt digraph ng	VC-7 Sound pattern qu	VC-8 Consonant g	VC-9 Consonant x	VC-10 Consonant y	VC-11 Consonant z	VC-12 Consonant c/soft	VC-13 Consonant g/soft	VC-14 ending ing	VC-15 ending ed	VC-16 Blends Level I-V	VC-17 Spells Level I-V	VC-18 Hears rhyme. I-V	VIC-1 Final y	VIC-2 Sound pattern ay	VIC-3 Sound pattern ey	VIC-4 ending tion	VIC-5 ending sion	VIC-6 Sound pattern ar	VIC-7 Sound pattern ir	VIC-8 Sound pattern or	VIC-9 Sound pattern ur	VIC-10 Sound pttn dg,dge	VIC-11 Sound pttn oo/moon	VIC-12 Sound pttn oo/book	VIC-13 Sound pttn ow/snow	VIC-14 Sound pttn ou/thou	VIC-15 Sound pattern oi	VIC-16 Sound pattern oy	VIC-17 Recog. possessives	VIC-18 Blends Level I-VI	VIC-19 Spells Level I-VI
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PP-4

PHONETIC SKILLS SEQUENCE
CLASS PROFILE SHEET
MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

TEACHER____________________ SCHOOL____________________ PERIOD______ GRADE______

	LEVEL VII																	LEVEL VIII									LEVEL IX									
NAME OF STUDENT	VIID-1 Sound pttn u-e, ue	VIID-2 Sound pattern ui	VIID-3 Sound pattern ew	VIID-4 Sound pattern eau	VIID-5 Sound pattern aw	VIID-6 Sound pattern au	VIID-7 Sound pttn. ph (f)	VIID-8 Sound pttn. ch (k)	VIID-9 Sound pttn. ch (sh	VIID-10 Sound pattern wr	VIID-11 Sound pattern kn	VIID-12 Silent b	VIID-13 Silent l	VIID-14 Silent g, h, gh	VIID-15 Sound pttn gh/as f-	VIID-16 Blends Level I-VII	VIID-17 Spells Level I-VII	VIIID-1 Short e (ea sound)	VIIID-2 Long a (ea sound)	VIIID-3 Long e (ie sound)	VIIID-4 Long e (ei sound)	VIIID-5 Lng a snd/ei,eigh	VIIID-6 Long a sound (ey)	VIIID-7 Sound pttn of ough	VIIID-8 Blend Level I-VIII	VIIID-9 Spell Level I-VIII	IXE-1 Silent t	IXE-2 Silent ui	IXE-3 Silent uy	IXE-4 Silent ue	IXE-5 Sound pattern mn	IXE-6 Sound pattern ile	IXE-7 Silent ai	IXE-8 Silent ion	IXE-9 Blend Level I-IX	IXE-10 Spell Level I-IX
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STRUCTURAL ANALYSIS SKILLS

LEVEL I

IA-SA-1	Reads words when s is added to the root word.
IA-SA-2	Recognizes the singular form of word which matches the number of objects in a picture.
IA-SA-3	Identifies the plural form when an s is added to the root word to form the plural.

LEVEL II

IIA-SA-1	Refines and develops skills introduced in Level I.

LEVEL III

IIIB-SA-1	Suffix er added to root word.
IIIB-SA-2	Recognizes ed as a suffix when added to root word (ed as in wanted, d as in moved, t as in liked).

LEVEL IV

IVB-SA-1	Divides words into syllables by applying the following principle: When the first vowel is followed by two consonants, the word is usually divided between the two consonants.
IVB-SA-2	Divides words into syllables by applying the following principle: "le" takes one consonant for the last syllable (cas tle, pur ple)
IVB-SA-3	Reads new words formed by adding the prefix "re",
IVB-SA-4	Divides words into syllables by applying the following principle: Divide words between the root word and the suffix.

LEVEL V

VC-SA-1	Reads compound words.
VC-SA-2	Reads words with er, ed, ing endings added to VCC word.
VC-SA-3	Reads words when er, ed, ing endings added to VVC word.
VC-SA-4	Reads words when er, ed, ing endings added to CVC word.
VC-SA-5	Reads words where endings added to words with long vowel ending in silent e.
VC-SA-6	Can divide compound words between the two words.

LEVEL VI

VIC-SA-1	Recognizes y as a suffix.
VIC-SA-2	Recognizes ly as a suffix.
VIC-SA-3	Recognizes tion as a suffix.
VIC-SA-4	Recognizes sion as a suffix.
VIC-SA-5	Divides two syllable words having only one consonant after the first vowel by applying the following principle: When the first vowel is long, the consonant begins the second syllable; when the first vowel is short, the consonant ends the first syllable (fa-vor, sec-ond)

LEVEL VII

VIID-SA-1	Reads contractions.
VIID-SA-2	Matches contractions by connecting them with their uncontracted form.
VIID-SA-3	Writes the contractions for the two given words when only one letter is omitted (did not, let us).

LEVEL VIII

VIIID-SA-1	Identifies plural forms of words when y changed to i and es added (city, cities).
VIIID-SA-2	Plural form of singular words ending in x and sh by adding es to the root word (fox, foxes) (dish, dishes).

LEVEL IX

IXE-SA-1	Plural form of singular words ending in s by adding es to the root word (dress, dresses).
IXE-SA-2	Plural form of singular words ending in ch by adding es to the root (bench, benches) (church, churches).
IXE-SA-3	Suffix est added to root word.

LEVEL X

XF-SA-1	Using or and er to designate agent (builder, actor).
XF-SA-2	Adding suffixes and prefixes to known base words: un, ful, im, fully, in, ish, less, lessly, ous, dis.
XF-SA-3	Recognizing prefixes as a clue to syllabication.

LEVEL XI

XIG-SA-1	Hears accented syllables.
XIG-SA-2	Places accent in words with prefixes and suffixes.
XIG-SA-3	Places accent in words ending in tle.
XIG-SA-4	Recognizes the vowel sounds in accented syllables (ex plain, pa per, shut ter, pi lot).

LEVEL XII

XIIH-SA-1	Changing f to v to form plurals.
XIIH-SA-2	Adding prefixes and suffixes to known base words: un, ion, tion, ation, ful, self, im, al, super, in, ish, less, ous, dis, ment, teen, ward, ness, ty.
XIIH-SA-3	Recognizes schwa sound in unaccented syllables.
XIIH-SA-4	Reads words ending in ize, en, ify.
XIIH-SA-5	Reads new words formed by adding the prefixes out, over, self, upper, under, and up to root words
XIIH-SA-6	Makes new words by adding the prefixes sub, super, tri, inter, trans, intra to root words.
XIIH-SA-7	Identifies examples of the terms related to structural analysis: contraction, compound word, plural, possessive, singular, syllable, prefix, suffix.

STRUCTURAL ANALYSIS SKILLS
CLASS PROFILE SHEET
MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

TEACHER__________ SCHOOL__________ PERIOD_____ GRADE_____

	LEVELS I-IX																												
	I			II	III		IV				V						VI					VII			VIII		IX		
NAME OF STUDENT	IA-SA-1 S Added to root	IA-SA-2 Singular form	IA-SA-3 Identifies plural s	IIA-SA-1 Refines skills in I	IIIB-SA-1 Suffix er	IIIB-SA-2 Ed as a suffix	IVB-SA-1 VCCV Pattern	IVB-SA-2 Cle Pattern	IVB-SA-3 Prefix "re"	IVB-SA-4 Root word and suffix	VC-SA-1 Compound words	VC-SA-2 Er, ed, ing to VCC word	VC-SA-3 Er, ed, ing to VVC word	VC-SA-4 Er, ed, ing to CVC word	VC-SA-5 Long vowel silent e	VC-SA-6 Divide compound words	VIC-SA-1 Y as a suffix	VIC-SA-2 Ly as a suffix	VIC-SA-3 Tion as a suffix	VIC-SA-4 Sion as a suffix	VIC-SA-5 v̄/c, v̆c/pattern	VIID-SA-1 Reads contractions	VIID-SA-2 Matches contractions	VIID-SA-3 Writes contractions	VIIID-SA-1 Plural when y changed to i es added	VIIID-SA-2 Plural words ending in x and sh, es added	IXE-SA-1 Plural words ending s	IXE-SA-2 Plural words ending ch	IXE-SA-3 Suffix est
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STRUCTURAL ANALYSIS SKILLS
CLASS PROFILE SHEET
MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

TEACHER________________________ SCHOOL __________________ PERIOD ____Grade______

	LEVELS X - XII													
	X			XI				XII						
NAME OF STUDENT	XF-SA-1 Use or, er designate agt.	XF-SA-2 Add suffixes & prefixes un, ful, im, fully, in, ish, less, lessly, ous, dis	XF-SA-3 Prefixes clue to syllabication	XIG-SA-1 Hears accented syllables	XIG-SA-2 Place accent in words with prefixes & suffixes	XIG-SA-3 Place accent in words ending in tle	XIG-SA-4 Vowel sounds in accented syllables	XIIH-SA-1 Changing f to v to pls.	XIIH-SA-2 Prefixes & suffixes: Un, ion, tion, ation, ful, self, im, al, super, in, ish, less, ous, dis, ty, ment, teen, ward, ness	XIIH-SA-3 Schwa sound in unaccented syllables	XIIH-SA-4 Words end. ize, en, ify	XIIH-SA-5 Prefixes out, over, self upper, under, up	XIIH-SA-6 Prefixes sub, super, tri, inter, trans, intra	XIIH-SA-7 Identifies terms related to structural analysis: contraction, compound word, plural, possessive, singular, syllable, prefix, suffix.
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COMPREHENSION SKILLS

LEVEL I

ICOA-1	Can identify characters in a story.
ICOA-2	Comprehend literal content of a sentence.
ICOA-3	Can answer "who", "what", "where", "when", "how" questions relating to a sentence read.
ICOA-4	Can tell what the story is about.
ICOA-5	Can rearrange scrambled words to make a meaningful sentence. (ran a man - a man ran.)
ICOA-6	Can select from a group of given words the word to complete a sentence. (The rat _____(gun, stop, runs).)
ICOA-7	Can recall what has been read aloud, silently.

LEVEL II

IICOA	Further develops and refines the skills introduced in Level I.

LEVEL III

IIICOB-1	Refines all skills introduced at lower levels.
IIICOB-2	Can find words from a group of words to match meanings given, such as - a color, a place where animals live (den, farm), something to wear (hat, scarf).
IIICOB-3	Can find words in the story that describe an object or person.
IIICOB-4	Recognizes humor in a story.
IIICOB-5	Interprets abstract comparisons (sad as a winter sun).
IIICOB-6	Interprets emotions of characters.
IIICOB-7	Can read to answer "who", "what", "when", "where", "why", questions.
IIICOB-8	Draws a conclusion from inference.
IIICOB-9	Draws conclusions from a picture.
IIICOB-10	Reads to compare, draw story parallels.
IIICOB-11	Can recall what has been read silently.

LEVEL IV

IVCOB-1	Refines all skills introduced at lower levels.
IVCOB-2	Locates answers to oral questions.
IVCOB-3	Identifies the setting for a story.
IVCOB-4	Reads to find comparisons of objects.
IVCOB-5	Identifies pronoun referent , (I,my,).
IVCOB-6	Makes deductions from pictures.
IVCOB-7	Recognizes the reasons for paragraphing.
IVCOB-8	Recognizes a complete sentence.
IVCOB-9	Recognizes a make-believe story.
IVCOB-10	Finds descriptive words in a paragraph.
IVCOB-11	Finds words that tell how many.
IVCOB-12	Can recall what was read silently.

LEVEL V

VCOC-1	Reads to answer, "Who", "what", "when", "where", "why", how questions.
VCOC-2	Reads for details.
VCOC-3	Comprehends what is read silently.
VCOC-4	Reads to draw conclusions.
VCOC-5	Arranges sentences and events in correct sequence.
VCOC-6	Interprets a story.

LEVEL VI

VICOC	Refines and reinforces skills developed at lower levels.

LEVEL VII

VIICOD-1	Refines all skills introduced at lower levels.
VIICOD-2	Decides when a story is true or fanciful.
VIICOD-3	Decides when a statement is true or false.
VIICOD-4	Evaluates behavior of a story character.
VIICOD-5	Arranges sentences in correct sequence.
VIICOD-6	Reads for details.
VIICOD-7	Discovers the moral of a story.
VIICOD-8	Retells a story in sequence.
VIICOD-9	Recognizes pronoun referent.
VIICOD-10	Reads to answer a specific question.
VIICOD-11	Summarizes a story.
VIICOD-12	Recalls what is read silently.

LEVEL VIII

VIIICOD-1	Reads for details.
VIIICOD-2	Reads to answer, "what", "when", "where", "which" questions.
VIIICOD-3	Reads and can retell a story in sequence.
VIIICOD-4	Interprets the mood of a poem or story.
VIIICOD-5	Interprets pictures.
VIIICOD-6	Reads to interpret feelings of characters.

LEVEL IX

IXCOE-1	Reads to answer, "who", "what", "where", "how". "why" questions.
IXCOE-2	Reads to interpret emotional reaction.
IXCOE-3	Reads for the main idea of a paragraph or story.
IXCOE-4	Reads for details.
IXCOE-5	Reads to describe.
IXCOE-6	Arranges sentences in the correct sequence.
IXCOE-7	Develops the concept of a paragraph.
IXCOE-8	Distinguishes between "true" and "fanciful" stories.
IXCOE-9	Understands plot development.
IXCOE-10	Develops critical and logical thinking.
IXCOE-11	Reads to interpret a story.
IXCOE-12	Reads to form conclusions.
IXCOE-13	Reads to summarize.
IXCOE-14	Recalls what is read silently.
IXCOE-15	Is able to see relationships.
IXCOE-16	Can predict outcomes.

LEVEL X

XCOF-1	Reads to answer, "who", "what", "where", "when" and "why" questions.
XCOF-2	Reads to interpret emotional reactions.
XCOF-3	Reads to describe.
XCOF-4	Reads to form a logical conclusion.
XCOF-5	Finds a summary sentence in a paragraph.
XCOF-6	Reads to interpret pictures.
XCOF-7	Reads for details.
XCOF-8	Understands a pronoun referent.
XCOF-9	Reads to contrast and compare.
XCOF-10	Determines sentence and story sequence.
XCOF-11	Sees relationships.
XCOF-12	Appreciates humor in a story or poem.
XCOF-13	Interprets the mood of a story or poem.
XCOF-14	Can find the main idea of a paragraph and story.
XCOF-15	Extends understanding through recall.
XCOF-16	Keeps events in proper sequence.
XCOF-17	Can predict outcome.
XCOF-18	Can follow printed directions.

LEVEL XI

XICOG-1	Reads to answer "what", "where", "when", "how" and "why" questions.
XICOG-2	Reads for details.
XICOG-3	Reads for main idea of a paragraph, story.
XICOG-4	Reads to interpret mood, feelings of characters, character traits.
XICOG-5	Answers questions from picture clues.
XICOG-6	Can find evidence to support a conclusion, deduction, judgment or opinion.
XICOG-7	Can distinguish between real and fanciful stories and characters.
XICOG-8	Determines sentence and story sequence.
XICOG-9	Reads to compare and contrast.
XICOG-10	Can summarize what is read.
XICOG-11	Recalls what is read.
XICOG-12	Distinguishes between fact and opinion.
XICOG-13	Appreciates humor in stories and poems.
XICOG-14	Reads to interpret theme, plot and mood of stories.
XICOG-15	Reads and interprets similes and figurative language.
XICOG-16	Can associate ideas with concept of time (then and now).
XICOG-17	Understands concepts involved in number usage in what is read (few, many,).
XICOG-18	Can follow printed directions.

LEVEL XII

XIICOH-1	Can answer "who", "what", "when", "where", "why" and "how" questions.
XIICOH-2	Recalls specific details.
XIICOH-3	Can find main idea of a paragraph, story.
XIICOH-4	Can make inferences based on facts in story.

LEVEL XII	Continued
XIICOH-5	Uses picture clues to obtain information and to interpret stories and poems.
XIICOH-6	Understands expressive language, figures of speech.
XIICOH-7	Can locate information and find evidence to support a statement, conclusion, deduction, judgment or opinion.
XIICOH-8	Can visualize from what is read.
XIICOH-9	Reads to interpret character traits, character feelings, mood and motivation.
XIICOH-10	Reads to interpret theme, plot and mood of story.
XIICOH-11	Can summarize what is read.
XIICOH-12	Can distinguish between relevant and irrelevant material.
XIICOH-13	Can make predictions based on facts given.
XIICOH-14	Can arrange main ideas to retell a story in proper sequence.
XIICOH-15	Can compare and contrast.
XIICOH-16	Can distinguish between fact and fiction.
XIICOH-17	Can recognize humor in a story, poem.

COMPREHENSION SKILLS SEQUENCE
CLASS PROFILE SHEET

CP-1

	LEVEL I							LEVEL II	LEVEL III											LEVEL IV											
NAME OF STUDENT	ICOA-1 Identifies characters	ICOA-2 Sentence meaning	ICOA-3 Who,what,where,when,how quest.	ICOA-4 What story is about	ICOA-5 Scrambled words to sentence	ICOA-6 Select word to complete sent.	ICOA-7 Recalls what is read	IICOA Further refines skills from Level I	IIICOB-1 Refines Levels I & II skills	IIICOB-2 Matches words to meanings	IIICOB-3 Finds words that describe	IIICOB-4 Recognizes humor in story	IIICOB-5 Interprets abstract comparisons	IIICOB-6 Interprets characters' emotions	IIICOB-7 Who,what,when,where,why questions	IIICOB-8 Draws conclusions (inference)	IIICOB-9 Conclusions from pictures	IIICOB-10 Reads to compare	IIICOB-11 Recalls what is read silently	IVCOB-1 Refines skills from Levels I-III	IVCOB-2 Locates answers to oral questions	IVCOB-3 Identifies story setting	IVCOB-4 Finds comparisons of objects	IVCOB-5 Identifies pronoun referent	IVCOB-6 Deductions from pictures	IVCOB-7 Sees the reasons for paragraphing	IVCOB-8 Recognizes a complete sentence	IVCOB-9 Recognizes a make-believe story	IVCOB-10 Finds descriptive words	IVCOB-11 Finds words that tell how many	IVCOB-12 Recalls what is read silently
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COMPREHENSION SKILLS SEQUENCE
CLASS PROFILE SHEET

CP-2

	LEVEL V						LEVEL VI	LEVEL VII												LEVEL VIII					
NAME OF STUDENT	VCOC-1 Who,what,when,where,why,how quest.	VCOC-2 Reads for details	VCOC-3 Comprehends what is read silently.	VCOC-4 Reads to draw conclusions	VCOC-5 Arranges sent. & events in sequence	VCOC-6 Interprets a story	VICOC- Refines & Reinforces skills developed at lower levels.	VIICOD-1 Refines skills from Levels I-VI	VIICOD-2 Identifies true or fanciful story	VIICOD-3 Recog. true or false statement	VIICOD-4 Evaluates character behavior	VIICOD-5 Arranges sentences in sequence	VIICOD-6 Reads for details	VIICOD-7 Discovers moral of a story	VIICOD-8 Retells a story in sequence	VIICOD-9 Recognizes pronoun referent	VIICOD-10 Answers specific questions	VIICOD-11 Summarizes a story	VIICOD-12 Recalls what is read silently	VIIICOD-1 Reads for details	VIIICOD-2 What,when,where,which questions	VIIICOD-3 Retells story in sequence	VIIICOD-4 Interprets mood of poem or story	VIIICOD-5 Interprets pictures	VIIICOD-6 Interprets feelings of characters
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CP-3

COMPREHENSION SKILLS SEQUENCE
CLASS PROFILE SHEET

	LEVEL IX																LEVEL X																	
NAME OF STUDENT	IXCOE-1 Who,what,where,how,why questions	IXCOE-2 Interprets emotional reactions	IXCOE-3 Main idea of paragraph, story	IXCOE-4 Reads for details	IXCOE-5 Reads to describe	IXCOE-6 Arranges sentences in sequence	IXCOE-7 Concept of a paragraph	IXCOE-8 Distinguishes true,fanciful stories	IXCOE-9 Understands plot development	IXCOE-10 Critical and logical thinking	IXCOE-11 Interprets a story	IXCOE-12 Reads to form conclusions	IXCOE-13 Reads to summarize	IXCOE-14 Recalls what is read silently	IXCOE-15 Sees relationships	IXCOE-16 Can predict outcomes	XCOF-1 Who,what,where,when,why,questions	XCOF-2 Interprets emotional reactions	XCOF-3 Reads to describe	XCOF-4 Forms logical conclusions	XCOF-5 Finds summary sentence	XCOF-6 Interprets pictures	XCOF-7 Reads for details	XCOF-8 Understands pronoun referent	XCOF-9 Reads to contrast, compare	XCOF-10 Sentence and story sequence	XCOF-11 Sees relationships	XCOF-12 Appreciates humor in story, poem	XCOF-13 Interprets mood of story, poem	XCOF-14 Finds main idea-paragraph,story	XCOF-15 Extends understanding through recall	XCOF-16 Keeps events in proper sequence	XCOF-17 Can predict outcomes	XCOF-18 Can follow printed directions
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COMPREHENSION SKILLS SEQUENCE
CLASS PROFILE SHEET

CP-4

	LEVEL XI																		LEVEL XII																
NAME OF STUDENT	XICOG-1 What,where,when questions	XICOG-2 Reads for details	XICOG-3 Main idea - paragraph, story	XICOG-4 Interprets mood of characters	XICOG-5 Uses picture clues	XICOG-6 Can verify conclusion, deduction	XICOG-7 Distinguishes real, fanciful	XICOG-8 Sentence and story sequence	XICOG-9 Reads to compare, contrast	XICOG-10 Can summarize what is read	XICOG-11 Recalls what is read	XICOG-12 Distinguishes fact, opinion	XICOG-13 Appreciates humor - stories, poems	XICOG-14 Interprets theme, plot, mood	XICOG-15 Similies, figurative language	XICOG-16 Concept of time	XICOG-17 Concepts in number usage	XICOG-18 Follows printed directions	XIICOH-1 Who,what,when,where,why,how questions	XIICOH-2 Recalls specific details	XIICOH-3 Main idea - paragraph, story	XIICOH-4 Inferences from facts given	XIICOH-5 Uses picture clues	XIICOH-6 Expressions, figurative language	XIICOH-7 Supports statement, deduction	XIICOH-8 Visualizes from what is read	XIICOH-9 Interprets character traits	XIICOH-10 Interprets theme, plot, mood	XIICOH-11 Summarizes what is read	XIICOH-12 Relevant, irrelevant material	XIICOH-13 Makes predictions based on facts	XIICOH-14 Main ideas in sequence	XIICOH-15 Compares, contrasts	XIICOH-16 Distinguishes fact, fiction	XIICOH-17 Recognizes humor in
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VOCABULARY AND WORD USAGE SKILLS

LEVEL I

IVO-A-1	Understands concepts of positional relationships - (up, down, in, to, under, over, on, first, middle, last).
IVO-A-2	Understands ordinal numbers - (first, second, third, fourth, fifth, sixth).
IVO-A-3	Understands concepts of "same", different.
IVO-A-4	Understands the use of the word "for".
IVO-A-5	Understands the literal meaning of all words used in reading material used at this level.

LEVEL II

IIVO-A-1	Refines and further develops vocabulary learned at Level I.
IIVO-A-2	Understands the literal meaning of all words used in Level II materials.

LEVEL III

IIIVO-B-1	Understands the use of the word "are"
IIIVO-B-2	Learns that some words have more than one meaning - (fast).
IIIVO-B-3	Understands the usage of the word "said" in conversation.
IIIVO-B-4	Understands that some animals are called by one name when they are young and by a different name when they are grown animals (lamb-sheep, calf-cow, kitten-cat).
IIIVO-B-5	Can classify animals according to usage, physical characteristics, habitat.
IIIVO-B-6	Learns the concept of homophones or homonyms. (tail, tale, hear, here, hair, hare)
IIIVO-B-7	Understands the literal meaning of the words used in Level III reading materials.
IIIVO-B-8	Understands Pronouns "I", "my".

LEVEL IV

Further refines and develops skills introduced at Levels I-III.

LEVEL V

VVO-C-1	Learns the number value of words such as "one" and "two".
VVO-C-2	Learns the meaning of to, too, two.
VVO-C-3	Learns the meanings of compound words used at this level.
VVO-C-4	Learns how the addition of "ed" and "ing" changes the meaning of root words.
VVO-C-5	Understands addition of "er" to root word to signify agent (farm-farmer)
VVO-C-6	Understands possessives, the inflectional's (horse's leg, Mary's pen).
VVO-C-7	Understands meaning of contractions.
VVO-C-8	Understands meaning of vocabulary used at this level.

LEVEL V **Continued**

VVO-C-9	Understands synonyms, antonyms, homonyms.
VVO-C-10	Can classify words by topic.
VVO-C-11	Recognizes descriptive words.

LEVEL VI Refines and develops skills introduced at lower levels.

LEVEL VII

VIIVO-D-1	Learns antonyms, homonyms introduced at this level.
VIIVO-D-2	Learns meaning of all words introduced at this level.
VIIVO-D-3	Learns the correct usage of to, too, two.
VIIVO-D-4	Understands the meaning of contractions introduced at this level.

LEVEL VIII Refines and develops skills introduced at lower levels.

LEVEL IX

IXVO-E-1	Learns meaning of vocabulary introduced at this level.
IXVO-E-2	Recognition of descriptive words.
IXVO-E-3	Understands meaning of compound words.
IXVO-E-4	Understands comparatives.
IXVO-E-5	Understands meaning of contractions.
IXVO-E-6	Understands synonyms introduced at this level.
IXVO-E-7	Differentiates homonyms.
IXVO-E-8	Differentiates antonyms.
IXVO-E-9	Recognizes multiple meaning of words.

LEVEL X

XVO-F-1	Recognizes descriptive words.
XVO-F-2	Recognizes pronoun referent.
XVO-F-3	Understands use of progressive verbs.
XVO-F-4	Recognizes synonyms.
XVO-F-5	Recognizes homonyms.
XVO-F-6	Matches word with its opposite (antonyms).
XVO-F-7	Can classify words according to categories.
XVO-F-8	Can use contractions in sentences correctly.
XVO-F-9	Understands meaning of all vocabulary used at this level.
XVO-F-10	Can match contractions with the uncontracted form.

LEVEL XI

XIVO-G-1	Further develops and refines all vocabulary skills introduced in Levels I-X.
XIVO-G-2	Understands meaning of all vocabulary introduced at this level.
XIVO-G-3	Recognizes and can use appropriate descriptive words.
XIVO-G-4	Understands how prefixes change the meaning of words.
XIVO-G-5	Understands the use of comparatives.
XIVO-G-6	Can match word with its antonym.
XIVO-G-7	Can match contraction with its uncontracted form.

LEVEL XI	Continued
XIVO-G-8	Can classify words according to categories.
XIVO-G-9	Can give synonyms for words.
XIVO-G-10	Learns multiple meanings of words.

LEVEL XII

XIIVO-H-1	Further develops and refines all vocabulary skills introduced at Levels I-XI.
XIIVO-H-2	Learns the meaning of all words introduced at this level.
XIIVO-H-3	Understands the meaning of contractions.
XIIVO-H-4	Recognizes and uses appropriate descriptive words.
XIIVO-H-5	Recognizes and uses appropriate synonym.
XIIVO-H-6	Recognizes and uses appropriate homonym.
XIIVO-H-7	Can match contractions with uncontracted form.
XIIVO-H-8	Recognizes and uses appropriate antonym.
XIIVO-H-9	Understands multiple meaning of words.

VOCABULARY AND WORD USAGE SKILLS
CLASS PROFILE SHEET

	LEVEL I					LEVEL II		LEVEL III								LEV. IV	LEVEL V											LEVEL VI
NAME OF STUDENT	IVOA-1 Concepts of positional relationships	IVOA-2 Understands ordinal numbers	IVOA-3 Concepts of "same", different	IVOA-4 Use of the word "for".	IVOA-5 Literal meaning of words in Lev. I	IIVOA-1 Refines vocabulary at Level I	IIVOA-2 Literal meaning of words in Lev. II	IIIVOB-1 Use of the word "are"	IIIVOB-2 Words have more than one meaning	IIIVOB-3 Usage of the word "said"	IIIVOB-4 Animal names	IIIVOB-5 Class. animals (usage phys. chstcs.)	IIIVOB-6 Concept of homophones or homonyms	IIIVOB-7 Literal meaning of words in Lev. III	IIIVOB-8 Pronouns "I", "my"	IVVO Refines skills in Levels I-III	VVOC-1 Number value of words "one", "two"	VVOC-2 Meaning of to, too, two	VVOC-3 Meanings of compound words Level V	VVOC-4 "Ed" and "ing" changes meaning	VVOC-5 "Er" to root word to signify agent	VVOC-6 Possessives, inflectional's	VVOC-7 Meaning of contractions	VVOC-8 Meaning of Level V. vocabulary	VVOC-9 Synonyms, antonyms, homonyms	VVOC-10 Can classify words by topic	VVOC-11 Recognizes descriptive words	VIVO Refines and develops skills introduced at lower levels.
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VOCABULARY AND WORD USAGE SKILLS
CLASS PROFILE SHEET

	LEVEL VII				LEVEL VIII	LEVEL IX									LEVEL X								
NAME OF STUDENT	VIIVOD-1 Level VII antonyms, homonyms	VIIVOD-2 Meaning of Level VII words	VIIVOD-3 Correct usage of to, too, two	VIIVOD-4 Meaning of Level VI contractions	VIIIVO Refines and develops skills introduced at lower levels	IXVOE-1 Meaning of Level IX vocabulary	IXVOE-2 Recognition of descriptive words	IXVOE-3 Meaning of compound words	IXVOE-4 Understands comparatives	IXVOE-5 Meaning of contractions	IXVOE-6 Synonyms introduced at this level	IXVOE-7 Differentiates homonyms	IXVOE-8 Differentiates antonyms	IXVOE-9 Recognizes multiple meaning of wds	XVOF-1 Recognizes descriptive words	XVOF-2 Recognizes pronoun referent	XVOF-3 Use of progressive verb	XVOF-4 Recognizes synonyms	XVOF-5 Recognizes homonyms	XVOF-6 Matches word with its opposite	XVOF-7 Classifies words-categories	XVOF-8 Uses contractions in sentences	XVOF-9 Meaning of Level X vocabulary
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VOCABULARY AND WORD USAGE SKILLS
CLASS PROFILE SHEET

VP-3

	LEVEL XI										LEVEL XII								
NAME OF STUDENT	XIVOG-1 Refines Levels 1-X vocab.skills	XIVOG-2 Meaning of all Level XI vocabulary	XIVOG-3 Uses appropriate descriptive words	XIVOG-4 Prefixes change meaning of words	XIVOG-5 Use of comparatives	XIVOG-6 Matches words with its antonym	XIVOG-7 Matches contraction	XIVOG-8 Classifies words-categories	XIVOG-9 Gives synonyms for words	XIVOG-10 Learns multiple meaning of words	XIIVOH-1 Refines Levels I-XI vocab. skills	XIIVOH-2 Meaning of all Level XII words	XIIVOH-3 Meaning of contractions	XIIVOH-4 Uses appropriate descriptive words	XIIVOH-5 Uses appropriate synonym	XIIVOH-6 Uses appropriate homonym	XIIVOH-7 Matches contractions	XIIVOH-8 Uses appropriate antonym	XIIVOH-9 Multiple meaning of words
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STUDY SKILLS

LEVEL V

VSS-C-1	Using the table of contents.
VSS-C-2	Learning alphabetical arrangement.

LEVEL VI Refine and reinforce skills introduced at Level V.

LEVEL VII

VIISS-D-1	Using the table of contents.
VIISS-D-2	Alphabetizing.

LEVEL VIII Refine and reinforce skills introduced at levels V-VII.

LEVEL IX

IXSS-E-1	Locating a place on a map.
IXSS-E-2	Introducing glossary.
IXSS-E-3	Diacritical marks.

LEVEL X

XSS-F-1	Using the glossary.
XSS-F-2	Using diacritical marks.
XSS-F-3	Alphabetizing.
XSS-F-4	Introducing outlining.
XSS-F-5	Locating story setting on a map.
XSS-F-6	Skimming to locate details.

LEVEL XI

XISS-G-1	Using the glossary.
XISS-G-2	Alphabetizing.
XISS-G-3	Locating a story setting on a map.

LEVEL XII

XIISS-H-1	Using the glossary.
XIISS-H-2	Outlining.
XIISS-H-3	Alphabetizing.
XIISS-H-4	Locating places on a map.

SP-1

STUDY SKILLS
CLASS PROFILE SHEET

NAME OF STUDENT	LEVEL V		LEVEL VI	LEVEL VII		LEVEL VIII	LEVEL IX			LEVEL X						LEVEL XI			LEVEL XII		
	VSS-C-1 Using the table of contents	VSS-C-2 Learn. alphabetical arrangmnt.	VISS- Refine and reinforce skills introduced at Level V.	VIISS-D-1 Using the table of contents.	VIISS-D-2 Alphabetizing.	VIIISS- Refine and reinforce skills introduced at Levels V-VIII.	IXSS-E-1 Locating a place on a map.	IXSS-E-2 Introducing glossary.	IXSS-E-3 Diacritical marks.	XSS-F-1 Using the glossary.	XSS-F-2 Using diacritical marks.	XSS-F-3 Alphabetizing.	XSS-F-4 Introducing outlining.	XSS-F-5 Loc. story setting on a map.	XSS-F-6 Skimming to locate details	XISS-G-1 Using the glossary.	XISS-G-2 Alphabetizing.	XISS-G-3 Locat. a story set. on map.	XIISS-H-1 Using the glossary	XIISS-H-2 Outlining.	XIISS-H-3 Alphabetizing.
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LEVEL I - READING SKILLS

-P = Phonetic Skills
A = Structural Analysis Skills
-C = Comprehension Skills
-V = Vocabulary Skills

	I-P																			I-A			I-C							I-V				
NAME OF STUDENT	IA-1 Short a	IA-2 Short o	IA-3 Short e	IA-4 Short u	IA-5 Short i	IA-6 Initial m	IA-7 Final m	IA-8 Initial n	IA-9 Final n	IA-9+ Initial & Final s	IA-10 Initial r	IA-11 Final r	IA-12 Initial d	IA-13 Final d	IA-14 Initial t	IA-15 Final t	IA-16 Hears sounds	IA-17 Reads sounds	IA-18 Writes sounds	IA-SA-1 S Added to root	IA-SA-2 Singular form	IA-SA-3 Identifies plural s	ICOA-1 Identifies characters	ICOA-2 Sentence meaning	ICOA-3 Who,what,where,when,how questions	ICOA-4 What story is about	ICOA-5 Scrambled words to sentence	ICOA-6 Select word to complete sentence	ICOA-7 Recalls what is read	IVOA-1 Concepts of positional relationship	IVOA-2 Understands ordinal numbers	IVOA-3 Concepts of "same", different	IVOA-4 Use of the word "for"	IVOA-5 Literal meaning of words in
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RSP-2

LEVEL II - READING SKILLS

-P = Phonetic Skills
-A = Structural Analysis Skills
-C = Comprehension Skills
-V = Vocabulary Skills

NAME OF STUDENT	II-P																		II -A	II -C	II -V	
	IIA-1 Initial g (hard)	IIA-2 Final g (hard)	IIA-3 Initial p	IIA-4 Final p	IIA-5 Initial c (hard)	IIA-6 Blend nd	IIA-7 Initial blend st	IIA-8 Final blend st	IIA-9 Blend nt	IIA-10 Blend gr	IIA-11 Blend dr	IIA-12 Blend sp	IIA-13 Blend mp	IIA-14 Consonant H	IIA-15 Consonant f	IIA-16 Reads clos. syllables	IIA-17 Spells Level I & II	IIA-18 Hears rhyme words	IIA-SA-1 Refines skills in I	IICOA Further refines skills from Level I	IIVOA-1 Refines vocabulary at Level I	IIVOA-2 Literal meaning of words in Lev. II
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LEVEL III - READING SKILLS

-P = Phonetic Skills
= Structural Analysis
Skills
-C = Comprehension Skills
-V = Vocabulary Skills

	III-P												III-A		III-C											III-V							
	Sound pattern ar	Sound pattern er	Suffix ed	Ow sound	Terminal le	Sound pattern ck	Sound pattern ir	Sound pattern or	Sound pattern ore	Blends Level I-III	Spells Level I-III	Hears rhyme I-III	Suffix er	Ed as a suffix	Refines Levels I & II skills	Matches words to meanings	Finds words that describe	Recognizes humor in story	Interprets abstract comparisons	Interprets characters' emotions	Who, what, when, where, why questions	Draws conclusions (inference)	Conclusions from pictures	Reads to compare	Recalls what is read silently	Use of the word "are"	Words have more than one meaning	Usage of the word "said"	Animal names	Class. animals (usage phys. chstcs.)	Concept of homophones or homonyms	Literal meaning of words in Lev. III	Pronouns "I", "my"
NAME OF STUDENT	IIIB-1	IIIB-2	IIIB-3	IIIB-4	IIIB-5	IIIB-6	IIIB-7	IIIB-8	IIIB-9	IIIB-10	IIIB-11	IIIB-12	IIIB-SA-1	IIIB-SA-2	IIICOB-1	IIICOB-2	IIICOB-3	IIICOB-4	IIICOB-5	IIICOB-6	IIICOB-7	IIICOB-8	IIICOB-9	IIICOB-10	IIICOB-11	IIIVOB-1	IIIVOB-2	IIIVOB-3	IIIVOB-4	IIIVOB-5	IIIVOB-6	IIIVOB-7	IIIVOB-8
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RSP-4

LEVEL IV - READING SKILLS

-P = Phonetic Skills
Structural Analysis Skills
-C = Comprehension Skills
-V = Vocabulary Skills

	IV-P																					IV-A				IV-C												IV-V
NAME OF STUDENT	IVB-1 Long vowel a	IVB-2 Long vowel e	IVB-3 Long vowel i	IVB-4 Long vowel o	IVB-5 Vowel digraph ee	IVB-6 Vowel digraph ea	IVB-7 Vowel digraph ai	IVB-8 Vowel digraph ie	IVB-9 Vowel digraph oa	IVB-10 Vowel digraph oe	IVB-11 Consonant w	IVB-12 Consonant l, L	IVB-13 Consonant b, B	IVB-14 Consonant k, K	IVB-15 Consonant j, J	IVB-16 Consonant v, V	IVB-17 Blend nk	IVB-18 s add. to base word	IVB-19 Blends Level I-IV	IVB-20 Spells Level I-IV	IVB-21 Hears rhyme. I-IV	IVB-SA-1 VCCV Pattern	IVB-SA-2 Cle Pattern	IVB-SA-3 Prefix "re"	IVB-SA-4 Root word and suffix	IVCOB-1 Refines skills from Levels I-III	IVCOB-2 Locates answers to oral questions	IVCOB-3 Identifies story setting	IVCOB-4 Finds comparisons of objects	IVCOB-5 Identifies pronoun referent	IVCOB-6 Deductions from pictures	IVCOB-7 Sees the reasons for paragraphing	IVCOB-8 Recognizes a complete sentence	IVCOB-9 Recognizes a make-believe story	IVCOB-10 Finds descriptive words	IVCOB-11 Finds words that tell how many	IVCOB-12 Recalls what is read silently	IVV0 Refines skills in Levels I-III
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LEVEL V - READING SKILLS

P = Phonetic
Skills
= Structural
Analysis
Skills
-C = Compre-
hension
Skills
-V = Vocabu-
Skills

	V-P																		V-						V-C						V-V										
NAME OF STUDENT	VC-1 Consonant digraph sh	VC-2 Consonant digraph ch	VC-3 Consonant digraph tch	VC-4 Consonant digraph th	VC-5 Consonant digraph wh	VC-6 Consonant digraph ng	VC-7 Sound pattern qu	VC-8 Consonant q	VC-9 Consonant x	VC-10 Consonant y	VC-11 Consonant z	VC-12 Consonant c/soft	VC-13 Consonant g/soft	VC-14 ending ing	VC-15 ending ed	VC-16 Blends Level I-V	VC-17 Spells Level I-V	VC-18 Hears rhyme. I-V	VC-SA-1 Compound words	VC-SA-2 Er, ed, ing to VCC word	VC-SA-3 Er, ed, ing to VVC word	VC-SA-4 Er, ed, ing to CVC word	VC-SA-5 Long vowel silent e	VC-SA-6 Divide compound words	VCOC-1 Who, what, when, where, why, how quest.	VCOC-2 Reads for details	VCOC-3 Comprehends what is read silently	VCOC-4 Reads to draw conclusions	VCOC-5 Arranges sent. & events in sequence	VCOC-6 Interprets a story	VVOC-1 Number value of words "one", "two"	VVOC-2 Meaning of to, too, two	VVOC-3 Meanings of compound words Level V	VVOC-4 "Ed" and "ing" changes meaning	VVOC-5 "Er" to root word to signify agent	VVOC-6 Possessives, inflectional's	VVOC-7 Meaning of contractions	VVOC-8 Meaning of Level V. vocabulary	VVOC-9 Synonyms, antonyms, homonyms	VVOC-10 Can classify words by topic	VVOC-11 Recognizes descriptive words
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LEVEL VI - READING SKILLS

= Phonetic Skills
A = Structural Analysis Skills
-C = Comprehension Skills
-V = Vocabulary Skills

	VI-P																			VI-A					VFC	VI-V
	Final y	Sound pattern ay	Sound pattern ey	ending tion	ending sion	Sound pattern ar	Sound pattern ir	Sound pattern or	Sound pattern ur	Sound pattern dg, dge	Sound pattern oo/moon	Sound pattern oo/book	Sound pattern ow/snow	Sound pattern ou/thou	Sound pattern oi	Sound pattern oy	Recognizes possessives	Blends Level I-VI	Spells Level I-VI	Y as a suffix	Ly as a suffix	Tion as a suffix	Sion as a suffix	$\bar{v}$/c, $\breve{v}$c/ pattern	Refines & reinforces skills developed at lower levels	Refines and develops skills introduced at lower levels
NAME OF STUDENT	VIC-1	VIC-2	VIC-3	VIC-4	VIC-5	VIC-6	VIC-7	VIC-8	VIC-9	VIC-10	VIC-11	VIC-12	VIC-13	VIC-14	VIC-15	VIC-16	VIC-17	VIC-18	VIC-19	VIC-SA-1	VIC-SA-2	VIC-SA-3	VIC-SA-4	VIC-SA-5	VICOC	VIVO
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LEVEL VII - READING SKILLS

P = Phonetic Skills
= Structural Analysis Skills
-C = Comprehension Skills
-V = Vocabulary Skills

	VII-P																	VII-A			VII-C												VII-V			
NAME OF STUDENT	VIID-1 Sound patter u-e, ue	VIID-2 Sound pattern ui	VIID-3 Sound pattern ew	VIID-4 Sound pattern eau	VIID-5 Sound pattern aw	VIID-6 Sound pattern au	VIID-7 Sound pattern ph (f)	VIID-8 Sound pattern ch (k)	VIID-9 Sound pattern ch (sh)	VIID-10 Sound pattern wr	VIID-11 Sound pattern kn	VIID-12 Silent b	VIID-13 Silent l	VIID-14 Silent g, h, gh	VIID-15 Sound pattern gh/as f-	VIID-16 Blends Level I-VII	VIID-17 Spells Level I-VII	VIID-SA-1 Reads contractions	VIID-SA-2 Matches contractions	VIID-SA-3 Writes contractions	VIICOD-1 Refines skills from Levels I-VI	VIICOD-2 Identifies true or fanciful story	VIICOD-3 Recog. true or false statement	VIICOD-4 Evaluates character behavior	VIICOD-5 Arranges sentences in sequence	VIICOD-6 Reads for details	VIICOD-7 Discovers moral of a story	VIICOD-8 Retells a story in sequence	VIICOD-9 Recognizes pronoun referent	VIICOD-10 Answers specific questions	VIICOD-11 Summarizes a story	VIICOD-12 Recalls what is read silently	VIIVOD-1 Level VII antonyms, homonyms	VIIVOD-2 Meaning of Level VII words	VIIVOD-3 Correct usage of to, too, two	VIIVOD-4 Meaning of Level VII contractions
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LEVEL VIII - READING SKILLS

-P = Phonetic Skills
A = Structural Analysis Skills
-C = Comprehension Skills
-V = Vocabulary Skills

	VIII-P									VIII-A		VIII-C						VIII-V
NAME OF STUDENT	VIIID-1 Short e (ea sound)	VIIID-2 Long a (ea sound)	VIIID-3 Long e (ie sound)	VIIID-4 Long e (ei sound)	VIIID-5 Long a sound/ei, eigh	VIIID-6 Long a sound (ey)	VIIID-7 Sound pattern of growth	VIIID-8 Blend Level I-VIII	VIIID-9 Spell Level I-VIII	VIIID-SA-1 Plural when y changed to i es added	VIIID-SA-2 Plural words ending in x and sh, es added	VIIICOD-1 Reads for details	VIIICOD-2 What,when,where,which questions	VIIICOD-3 Retells story in sequence	VIIICOD-4 Interprets mood of poem or story	VIIICOD-5 Interprets pictures	VIIICOD-6 Interprets feelings of characters	VIIIVO Refines and develops skills introduced at lower levels
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LEVEL IX - READING SKILLS

= Phonetic Skills
-A = Structural Analysis Skills
-C = Comprehension Skills
-V = Vocabulary Skills

NAME OF STUDENT	IX-P										IX-A																IX-C			IX-V								
	IXE-1 Silent t	IXE-2 Silent ui	IXE-3 Silent gu	IXE-4 Silent ue	IXE-5 Sound pattern mn	IXE-6 Sound pattern ile	IXE-7 Silent ai	IXE-8 Silent ion	IXE-9 Blend Level I-IX	IXE-10 Spell Level I-IX	IXCOE-1 Who,what,where,how,why questions	IXCOE-2 Interprets emotional reactions	IXCOE-3 Main idea of paragraph, story	IXCOE-4 Reads for details	IXCOE-5 Reads to describe	IXCOE-6 Arranges sentences in sequence	IXCOE-7 Concept of a paragraph	IXCOE-8 Distinguishes true,fanciful stories	IXCOE-9 Understands plot development	IXCOE-10 Critical and logical thinking	IXCOE-11 Interprets a story	IXCOE-12 Reads to form conclusions	IXCOE-13 Reads to summarize	IXCOE-14 Recalls what is read silently	IXCOE-15 Sees relationships	IXCOE-16 Can predict outcomes	IXE-SA-1 Plural words ending s	IXE-SA-2 Plural words ending ch	IXE-SA-3 Suffix est	IXVOE-1 Meaning of Level IX vocabulary	IXVOE-2 Recognition of descriptive words	IXVOE-3 Meaning of compound words	IXVOE-4 Understands comparative	IXVOE-5 Meaning of contractions	IXVOE-6 Synonyms introduced at this level	IXVOE-7 Differentiates homonyms	IXVOE-8 Differentiates antonyms	IXVOE-9 Recognizes multiple meaning of wds.
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RSP-10

LEVEL X - READING SKILLS

= Structural Analysis Skills
-C = Comprehension Skills
-V = Vocabulary Skills

	X-A			X-C																		X-V									
NAME OF STUDENT	XF-SA-1 Use or, er designate agent	XF-SA-2 Add suffixes & prefixes un, [illegible], im fully, in, ism, less, lessly, ous, dis	XF-SA-3 Prefixes clue to syllabication	XCOF-1 Who, what, where, when, why, questions	XCOF-2 Interprets emotional reactions	XCOF-3 Reads to describe	XCOF-4 Forms logical conclusions	XCOF-5 Finds summary sentence	XCOF-6 Interprets pictures	XCOF-7 Reads for details	XCOF-8 Understands pronoun referent	XCOF-9 Reads to contrast, compare	XCOF-10 Sentence and story sequence	XCOF-11 Sees relationships	XCOF-12 Appreciates humor in story, poem	XCOF-13 Interprets mood of story, poem	XCOF-14 Finds main idea-paragraph, story	XCOF-15 Extends understanding through recall	XCOF-16 Keeps events in proper sequence	XCOF-17 Can predict outcomes	XCOF-18 Can follow printed directions	XVOF-1 Recognizes descriptive words	XVOF-2 Recognizes pronoun referent	XVOF-3 Use of progressive verb	XVOF-4 Recognizes synonyms	XVOF-5 Recognizes homonyms	XVOF-6 Matches word with its opposite	XVOF-7 Classifies words-categories	XVOF-8 Uses contractions in sentences	XVOF-9 Meaning of Level X vocabulary	XVOF-10 Matches contractions
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LEVEL XI - READING SKILLS

= Structural Analysis Skill
C = Comprehension Skills
-V = Vocabulary Skills

	XI-A				XI-C																		XI-V									
NAME OF STUDENT	XIG-SA-1 Hears accented syllables	XIG-SA-2 Place accent in words with prefixes and suffixes	XIG-SA-3 Place accent in words ending in tle	XIG-SA-4 Vowel sounds in accented syllables	XICOG-1 What,where,when questions	XICOG-2 Reads for details	XICOG-3 Main idea - paragraph, story	XICOG-4 Interprets mood of characters.	XICOG-5 Uses picture clues	XICOG-6 Can verify conclusion, deduction	XICOG-7 Distinguishes real, fanciful	XICOG-8 Sentence and story sequence	XICOG-9 Reads to compare, contrast	XICOG-10 Can summarize what is read	XICOG-11 Recalls what is read	XICOG-12 Distinguishes fact, opinion	XICOG-13 Appreciates humor - stories, poems	XICOG-14 Interprets theme, plot, mood	XICOG-15 Similies, figurative language	XICOG-16 Concept of time	XICOG-17 Concepts in number usage	XICOG-18 Follows printed directions	XIVOG-1 Refines Levels I-X vocab. skills	XIVOG-2 Meaning of all Level XI vocabulary	XIVOG-3 Uses appropriate descriptive words	XIVOG-4 Prefixes change meaning of words	XIVOG-5 Use of comparatives	XIVOG-6 Matches words with its antonym	XIVOG-7 Matches contraction	XIVOG-8 Classifies words-categories	XIVOG-9 Gives synonyms for words	XIVOG-10 Learns multiple meaning of words
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LEVEL XII - READING SKILLS

RSP-12

-A = Structural Analysis Skills
-C = Comprehension Skills
-V = Vocabulary Skills

NAME OF STUDENT	XII-A							XII-C																	XII-V								
	XIIH-SA-1 Changing f to v to plurals	XIIH-SA-2 Prefixes & suffixes: Un, ion, tion, ation, ful, self, im, al, super, in, ish, less, ous, dis, ty, ment, teen, ward, ness	XIIH-SA-3 Schwa sound in unaccented syllables	XIIH-SA-4 Words ending ize, en, ify	XIIH-SA-5 Prefixes out, over, self, upper, under, up	XIIH-SA-6 Prefixes sub, super, tri, inter, trans, intra	XIIH-SA-7 Ident. terms related to struc. analy. contraction, compound word, plural, possessive, singular, syllb, pref, suffix	XIICOH-1 Who, what, when, where, why, how questions	XIICOH-2 Recalls specific details	XIICOH-3 Main idea - paragraph, story	XIICOH-4 Inferences from facts given	XIICOH-5 Uses picture clues	XIICOH-6 Expressions, figurative language	XIICOH-7 Supports statement, deduction	XIICOH-8 Visualizes from what is read	XIICOH-9 Interprets character traits	XIICOH-10 Interprets theme, plot, mood	XIICOH-11 Summarizes what is read	XIICOH-12 Relevant, irrelevant material	XIICOH-13 Makes predictions based on facts	XIICOH-14 Main ideas in sequence	XIICOH-15 Compares, contrasts	XIICOH-16 Distinguishes fact, fiction	XIICOH-17 Recognizes humor in story, poem	XIIVOH-1 Refines Levels I-XI vocab. skills	XIIVOH-2 Meaning of all Level XII words	XIIVOH-3 Meaning of contractions	XIIVOH-4 Uses appropriate descriptive words	XIIVOH-5 Uses appropriate synonym	XIIVOH-6 Uses appropriate homonym	XIIVOH-7 Matches contractions	XIIVOH-8 Uses appropriate antonym	XIIVOH-9 Multiple meaning of words
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SPR-1

STUDENT PROFILE FOR READING

Name: Grade: Teacher: School Year:

SKILL AREA	DEVELOPMENTAL LEVEL																							
	I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII	
	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I	M
Phonetic Analysis																			■	■	■	■	■	■
Structural Analysis																								
Comprehension Skills																								
Vocabulary Skills																								
Study Skills	■	■	■	■	■	■	■	■																
I - Denotes skill introduced M - Denotes skill																								

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Ed.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill I A-1 The student:										
1. Recognizes sound-symbol association for short a.	Lipp. readiness test	Bk. A p.1	pp.1, 2,3,4	Wb. A pp.1,2	A-#1,2, 3	CB.A p.3				
2. Reads words in which the short sound of a is used.	Level I Pre and Post-Tests	See above				CB.A pp.14, 15,19	Red Book pp.1, 8,20, 21,23 42,43	ABC pp.1,2	FS#1 frame 5	
3. Writes words in which the short sound of a is used.						See above		See above		
Skill I A-2 The student:										
1. Recognizes sound-symbol association for short o.		Bk.A p.4	pp.11, 12, 13	Wb. A p.14					FS#1 frame 8	
2. Reads words in which the short sound of o is used.		See above		See above						
3. Writes words in which the short sound of o is used.										
Skill I A-3 The student:										
1. Recognizes sound-symbol association for the short e.		Bk.A p.2	pp.4, 5,6	pp.6, 7,8	A-#4	CB.A p.4	Red Book pp.6-9 11-13, 39	ABC pp.3,4	FS#1 frame 6	
2. Reads words in which the short sound of e is used.										

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 1	Book 1 p.51, 55,66,81, 141	Book 1 p.5, 8,36, 51,77 etc,	Book 1 p.5,6,7 20,44,79
	Book 2	Book 2 p.55, 58,59, 62, etc.		
	Book 3	Book 3 p.56,69, 73, etc.		
	Book 1	Book 1 p.170, 174,195, 228,251	Book 1 p.74	Book 1 p.51,52, 53
	Book 2	Book 2 p.233		
	Book 3	Book 3 p.52,56, 69,73, etc.		
	Book 1	Book 1 p.201, 207,223, 228,234, etc.	Book 1 p.92	Book 1 p.61,62, 63
	Book 2	Book 2 p.48, 50,95, 105, etc.		
	Book 3	Book 3 p.56,61		

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	WW p.19-22	WW p.69, p 83-85, (105), 111	WW p.11		Mastery Test, WW
	WW p.127-130	WW p.314, (313), 372-3, (369)	WW p.36		Mastery Test, WW
	WW p.51-55	WW p.149, (151), 153, (197), 214	WW p.36		Mastery Test, WW

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Pre-reader Stage 1 p.5 Stage 2 p.1-7		Book A pp.5-7	Level I-1 Level I-6 Level II-1	Level 1
Bk.8 p.72-75 pupil p.54 unit 2 Bk.14 T.M.p.67-69 pupil - p.23	Storybook 8 Storybook 14	Book A pp.89-106	Level I-4 Level I-7 Level II-2	Level 1
Bk.2 unit 4 pupil - p.134 T.M. p.87-89	Storybook 2	Book C pp.15-32	Level I-9 Level II-4	Level 1

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
Grade 2- Units 4-10 Grade 3- Units 1-4 Grade 4- Unit 1 Grade 5- Unit 1	Book 1 entire book	Vowel Cards Tapes 2745-1 2815-1 2815-1 Transparency 2749 Chart 274A Worksheet 2746-1 2816-1 2816-1-2 Vowel cards for pegboard	p.62-67 A BIG, BIG MAN p.1-18 II p.24-27 III p.13-15	I p.113-122 II p.15-18
Grade 2- Units 4-10 Grade 3- Units 1-4 Grade 4- Unit 1 Grade 5- Unit 1	Book 3 pp.5-14	Tapes 2745-9-2 2815-2-1 2815-2-2 Transparency 2749-2 Chart 274	I p.83-89 II p.36-39 III p.22-24	I p.141-148 II p.30-33
Grade 2- Units 4-10 Grade 3 Units 1-4 Grade 4- Unit 1 Grade 5- Unit 1	Book 3 pp.15-33	Same as I A-2	I p.90-96 II p.40-43 III p.25-27	I p.151-158 II p.36-39

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
Same #'s for Wkbk & dup.shts, pp.13,14,34,35	Grade 2, Pt.1 p.9, p.10, p.8,		Game #7, 25-28	Pre-Book
pp.13,14,23,38, 39,	p.19, p.20, p.21, p.22,		Game #7, 25-28	Book 1
pp.13,14,31,42,	p.11, p.12, p.13,		Game #7, 25-28	Book 4

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd. Prog. Sets 1 & II	Wallensak Teaching Tapes Lang. Arts
Tape 1 Ditto 1,2	Unit 2 Lesson 1,2,3, 4,5,	S.E. Level A Entire Book		C-0201, C-0214 Evaluation Short Vowels C-0206 C-0219
Tape 4 Ditto 7,8	Unit 2 Lesson 1,2,3, 4,5,	S.E. Level B pp.1-72 BRS B 1-30		C-0204, C-0217 Evaluation Short Vowels C-0206 C-0219
Tape 2 Ditto 3,4	Unit 2 Lesson 1,2,3, 4,5,	S.E. Level B pp. 1-72 BRS B 1-25		C-0202, C-0215 Evaluation Short Vowels C-0206 C-0219

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Ed.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill I A-3 (Continued) The student:										
3. Writes words in which the short sound of e is used.										
Skill I A-4 The student:										
1. Recognize sound-symbol association for the short u.		Bk. A P.5	pp.14, 16,17	Wb. A pp.17, 18	A-#14	CB.A p.69	Red Book pp.2, 3,10, 27	ABC pp.9, 10	FS#1 frame 9	
2. Reads words in which the short sound of u is used.		See above				See above		See above		
3. Writes words in which the short sound of u is used.										
Skill I A-5 The student:										
1. Recognizes sound-symbol association for the short i.		BK. A p.3	pp. 8, 9	Wb. A pp. 10, 12		CB.A p.6	Red Book pp. 14, 16, 22	ABC pp.5,6	FS#1 frame 7	
2. Reads words in which the short sound of i is used.		See above				See above		See above		
3. Writes words in which the short sound of i is used.										

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 1	Book 1 p.234, 240,246, 257,262	Book 1 p.110	Book 1 p.72,73
	Book 2	Book 2 p.66, 71,81,etc.		
	Book 3	Book 3 p.56,69, 73,75,77, etc.		
	Book 1	Book 1 p.96, 102,108, 109,134, 155	Book 1 p.31	Book 1 p.23, 24,25
	Book 2	Book 2 p.83, 84,88, 97,etc.		
	Book 3	Book 3 p.56, 57,69, 73,75,etc.		

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	WW p.33-37	WW p.100, (105), 183, (182), 208-9	WW p.21		Mastery Test, WW
	WW p.15-18	WW p.55, 61,83-5, (105)	WW p.7		Mastery Test, WW

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.7 Unit 4 T.M. p.393-394 pupil p.135	Storybook 7	Book B pp.1-13	Level I-12 Level II-6	Level 1
Pre-reader Stage 1 p.10-11 Stage 2 p.2-7		Book A pp.47-60	Level I-10 Level II-2	Level 1

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics Is Fun	Phonics Workbook
Grade 2- Units 4-10 Grade 3- Units 1-4 Grade 4- Unit 1 Grade 5- Unit 1	Book 2 pp.46-77	Same as I A-2	I p.76-82 II p.32-35 III p.19-21	I p.132-136 II p.24-27
Grade 2- Units 4-10 Grade 3- Units 1-4 Grade 4- Unit 1 Grade 5- Unit 1	Book 2 pp.5-45	Same as I A-2	I p.69-75 A BIG,BIG MAN p.19-45 II p.28-31 In the tent All III p.16-18	I p.123-128 II p.19-22

SOURCES OF MATERIALS

Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
pp.13,14,27,28, 40,41,	p.23, p.24, p.25,			Book 3
pp.13,14,25,33, 36,37,42,	p.15, p.16, p.17,		Game #7, 25-28	Book 2

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
Tape 5 Ditto 9,10	Unit 2 Lesson 1,2,3, 4,5,	S.E. Level B pp. 1-72 BRS B 1-25		C-0205, C-0218 Evaluation Short Vowels C-0206 C-0219
Tape 3 Ditto 5,6	Unit 2 Lesson 1,2,3, 4,5,	S.E. Level A pp.51-84		C-0203, C-0216 Evaluation Short Vowels C-0206 C-0219

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Ed.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill I A-6 The student recognizes the sound-symbol association for the letter m; reads words in which the m sound is used in initial position; writes words in which the m sound is used in initial position.		Bk. A pp.6, 7	pp.19, 20,21	Wb. A pp.21, 22	A-#11	CB.A p.13		ABC pp.11, 12	FS#1 frame 9	
Skill I A-7 The student recognizes the letter m in final position, reads words in which the m sound is used in final position and writes words in which the m sound is used in final position.		Bk. A pp.6, 7,17	pp.19, 20,21, 23,24, 25,26	Wb. A pp.23, 24	A-#12	CB.A p.16	Red Book pp.6, 7,9,43	ABC pp.13, 14	FS#1 frame 11	
Skill I A-8,A-9 The student recognizes the letter n in initial and final position; reads and writes n words		Bk. A pp.7, 17	pp.22, 23,24, 25,26	Wb. A pp.25,26	A-#12	CB.A p.16	Red Book pp.6,7, 9,43	ABC pp.13, 14	FS#1 frame 11	
Skill I A-9+ The student recognizes the letter s in initial and final position; reads and writes words with s in initial and final pos.		Bk. A p.10	pp.28, 29	Wb. A pp.33, 34,35, 36,37	A-#14	CB.A. pp.25, 26,27	Red Book p.3	ABC pp.17, 18	FFS#1 Frame 13	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL

Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
		Pre-Pr. p.40, 44,59,64, 68,71,72	Pre-Pr. p.6	Pre-Pr. p.6,7
	Primer	Primer p.60, 68,75,82, 89,95,etc.		
	Book 2	Book 2 p.48, 58,86, 95,etc.		
	Book 1	Book 1 p.65,70, 76	Book 1 p.16	Book 1 p.9
	Book 2	Book 2/2 p.11,18, 38		
	Book 3	Book 3/2 p.6		
	Pre-Pr.2	Pre-Pr.2 p.199,203,208 209,213,220		Pre-Pr. p.38
	Book 2	Book 2 p.48,50, 53,117,etc.		
	Primer	Primer p.183,184, 194,200,206, 224,etc.		
	Book 1	Book 1,p.51,52		Book 1. p.3
"Sound" Pre-Reading Test	Pre-Primer 1	Pre-Pr.1 pp.84-85, 88-89, 92-97	Pre-Primer p.14,29	Pre-Primer Primer pp.13,14,15, 16,19,20
		Book 2 pp.169-234	Page 16	Book 2 p.66

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
PP Mastery Test	WW p.19-22	WW p.71, 107,120, 133,(154)	WW p.54		
	WW p.10-14	WW p.39, 41-2,47, 50	WW p.127		
PP Mastery Test	WW p.15-18	WW p.53, 127,133, (139) 143 WW p.54, 61,100, 106,149	WW p.29 WW p.40		
	WW p.15-22, 23-37 38-40 43-50	WW p.61,71, 77,85,106, 116,131-133, 145	WW p.4		

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Pre-reader Stage 1 p.80-90 Stage 2 p.26-31		Book A pp.1-4	Level I-11 Level I-11 Level II-1	Level 1
Pre-reader Stage 1 p.80-90 Stage 2 p.26-31			Level I-11 Level II-8	Level 1
Pre-reader Stage 1 p.16-20 Stage 2 p.4-25		Book A pp.113-126	Level I-11 Level II-4 Level I-11 Level II-2	Level 1
Bk.1 pupil p.25 p.134-139 T.M. Bk. 1 pupil p.27 p.145-147 T.M.			Level I	Level I

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press Phonics is Fun	 Phonics Workbook
	Book 2 pp.67-70	Magic Cards consonant cards for pegboard Ideal magic cards Tapes 2725 (order by letters) Chart 275-A-1	I p.13-15 II p.8	
	Book 2 pp.71-73	Same as 1 A-6	I p.28 II p.8	I p.57-58
	Book 2 pp.51-54 Book 1 pp.25-36	Same as 1 A-6	I p.44 II p.16 I p.44-45 II p.16	I p.77 I p.78
Grade 1- pp.38-41	S-T.E. 16 St.Bk. 16 W.B. 6,7	S- 2725-6	T.E. 27, 28 W.B. Bk. 1, p.20	Bk. 1, pp.47,48

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
pp.1,2,3,	p.2, p.5, p.6,	Preprimer, Part A, - pp.9,11,28,	Game #3	Pre-Book
pp.17,18,29,30,	p.2, p.5, p.6,	Grade 1, Part 2, p.4	Game #6	Pre-Book
pp.4,5,6, 17,18,31,32,	p.2, p.5, p.6,	Primer p.12, Grade 1, Part 2, p.5,	Game #3,6,	Book 1
pp. 20-21			Game 5B and subsequent	Book 1

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts	
Tape 4 Side 1 Ditto 13	Unit 1 Lesson 2,3,4,	S.E. Level A entire book; Level B pp. 53-86, BRS B 1-25		C-0263	
Tape 7 Side 1 Ditto 13	Unit 1 Lesson 2,4,	S.E. Level A entire book; Level B pp. 53-86, BRS B 1-25			
Tape 2 Side 2 Ditto 8	Unit 1 Lesson 2,3,4, Unit 1 Lesson 2,4,	S.E. Level A pp. 6-86, Level B pp. 21-86 BRS B 1-30		C-0264	
Tape 1	Unit 1			C-0246	

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING								
	Pre-Test	Stud. Text	Teach. Ed.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill I A-10, & A-11 The student recognizes the letter r in initial and final position; reads and writes words with n in initial and final position.		Bk. A pp.8, 17	pp.26, 27,39	Wb. A pp.29, 30	A-#13	CB.A p.22	Red Book p.2	ABC pp.15, 16	FS#1 frame 12	
Skill I A-12, & A-13 The student recognizes the letter d in initial and final position; reads and writes words with d in initial and final position.		Bk. A p.12	pp.30, 31,32	Wb. A pp.37, 38,39	A-#15	CB.A p.4	Red Book pp.4, 5,27	ABC pp.19, 20	FS#1 frame 15	
Skill I A-14, & A-15 The student recognizes the letter t in initial and final position; reads and writes words with t in initial and final position.		Bk. A pp.15, 16	pp.36, 37,38	Wb. A p.41	A-#20, 23	CB.A p.34	Red Book p.44	ABC p.24	FS#1 frame 19	
Skill I A-16, & A-17 The student recognizes the letter s in initial and final position; reads and writes words with s in initial and final position		Bk. A pp.19, 20	pp.28, 29	Wb. A p.33	A-#14	CB.A p.25	Red Book pp.39, 40,41	ABC p.18	FS#1 frame 14	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

	HARPER-ROW SERIES - BASAL			
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Pre-Pr.3	Pre-Pr.3 p.53,54,58,63,72,78,87,102,	Pre-Pr. p.46	Pre-Pr. p.41,42
	Book 2	Book 2 p.49,86,165 etc.		
	Primer	Primer p.170,183,188,194,200,224,etc.		
	Book 1	Book 1 p.51,52,		Book 1 p.3
	Book 2	Book 2 p.73,74		
	Pre-Pr.1	Pre-Pr.1 p.79,87,101,106	Pre-Pr. p.17	Pre-Pr. p.17,18
	Book 2	Book 2 p.47,48,50,53,etc.		
	Primer	Primer p.224,233,239,250,257,262,268		
				Book 1 p.3
	Book 2	Book 2 p.74		
	Pre-Pr.3	Pre-Pr.3 p.63,66,67,72,78,108 etc.	Pre-Pr. p.48,58	Pre-Pr. p.45,46
	Book 2	Book 2 p.58,86,147,etc.		
	Primer	Primer p.144,151,164,183,188,224,etc.		
	Book 1	Book 1 p.51,52		Book 1 p.3
	Book 2	Book 2 p.74 Book 3/2, p.43		

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
PP Mastery Test	WW p.19-22	WW p.71, 100,106, 143,145	WW p.54		
	WW p.47-50	WW p.145, 301,309	WW p.127		
PP Mastery Test	WW p.38-40	WW p.110, 116-7,120, (154),165	WW p.26		
	WW p.23-26	WW p.74, 213-4,275, 334	WW p.56		
PP Mastery Test	WW p.10-14	WW p.40, 47,(48), 65,105	WW p.4		
	WW p.15-18	WW p.61, 64-5,110, 125,145	WW p.40		

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.2 Unit 2 pupil p.51 T.M. p.56-58	Storybook 2	Book A pp.37-46	Level I-13 Level II-7 Level I-13 Level II-8	Level 1
Bk.1 Unit 4 T.M. 239-240 pupil p.126 Bk.1 Unit 4 T.M. p.244 pupil p.130	Storybook 1 Storybook 1	Book A pp.31-46	Level I-2 Level II-1 Level I-2 Level II-1	Level 1
Pre-reader Stage 1 p.63-79 Stage 2 18-30		Book A pp.127-141	Level I-13 Level II-4 Level I-13 Level II-2	Level 1
			Level II, 1-8	

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press Phonics is Fun	Modern Curriculum Press Phonics Workbook
	Book 2 pp.46-50	Same as I A-6	I p.51 II p.18	I p.87
	Book 3 pp.49-52		I p.51-52	I p.88
	Book 1 pp.50-60	Same as I A-6	I p.41 II p.13	I p.75 I p.76
	Book 2 pp.11-17		I p.21 II p.4	I p.49-50
	Book 1 pp.5-24		I p.21-22 II p.4	
	Book 2 entire book		I p.20 II p.3	I p.47-48

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
pp.5,6,10,11, 12,25,26,	p.3, p.4,	Primer, p.10, Grade 1, Part 2, p.5,	Game #4,6,	Book 1
pp.1,2,3, 17,18,	p.3, p.4,	Primer, p.10, Grade 1, Part 2, p.5,	Game #1,6,	Book 2
pp.4,5,6, 17,18,29,30 31,32,33,	p.1, p.2,	Primer, p.6,	Game #1,5,	Pre-Book

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
Tape 2 Side 1 Ditto 5	Unit 1 Lesson 2,3,4, Unit 1 Lesson 2,4,	S.E. Level A entire book.		C-0245
Tape 2 Side 1 Ditto 6	Unit 1 Lesson 2,3,4, Unit 1 Lesson 2,4,	S.E. Level A entire book. Level B pp. 38-86 BRS B 1-30		C-0256
Tape 3 Side 2 Ditto 11	Unit 1 Lesson 2,3,4, Unit 1 Lesson 2,4,	S.E. Level A pp. 6-84 Level B pp. 1-86 BRS B 1-30		C-0247
		S.E. Level A pp. 12-84 Level B pp. 53-86 BRS B 1-30 S.E. Level A entire book Level B entire book BRS B 1-30		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill I A-18 When presented with words made up of the graphemes in Level I, the child can blend these letters and pronounce the word.		Bk. A pp.1-12,15-17	pp.1-35			CB.A pp.32, 35,37	Red Book pp.1-6		FS#1 frames 1-19	
Skill I A-19 When a short vowel word made up of the graphemes in Level I is dictated, the child can spell that word correctly.								ABC pp. 11 to 16 and 19 to 24		
Skill I A-20 The child recognizes words that rhyme when these words are made up of the graphemes in level one.										Level I Test
LEVEL II Skill IIA-1&2 The student recognizes the sound symbol association for the hard g sound reads and writes words in which the hard g sound is used in initial and final position.	Lipp. Readiness test Level II Pre and Post test	Bk. A p.21	pp.41, 42,43	Wb. A pp.45, 46	A-#24	CB.A p.49	Red Book p.10	ABC pp.29, 30	FS#1 frame 25	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Pre-Pr.1 Primer Book 2	Pre-Pr.1 p.74,85,88,92, 97,110,122,etc. Primer p.95,102,115, 122,etc. Book 2 p.48,49,53, 58,etc.	Pre-Pr. p.14	Pre.Pr. p.13,14
	Pre-Pr.1 Pre-Pr.2 Primer Book 2	Pre-Pr.1 p.117,119,120. Pre-Pr.2 p.155 Primer p.52,53, 60,68,etc. Book 2 p.169, 234		
	Pre-Pr.1 and 2 Pre-Pr.3 and 4 Primer Book 1 Book 2 Book 3	Pre-Pr. 1 & 2 p.184,190,193, 201,208,209,213 Pre-Pr.3 & 4 p.43,54,73,97, 123,128,151,160 Primer p.82,89,95,102, 115,122,130,136 Book 1 p.55 Book 2 p.48,49,86,etc. Book 3 p.83,134,139 144,etc.	Pre-Pr. p.37,39 Primer p.19,22, 28 Book 1 p.2 Book 2 p.2,5,25,39, 65,82 Book 3 p.35,74 Book 3 p.6,80	Pre-Pr. p.33,34,35,36,39, 40,43,44,47,48, Book 1 p.2,12 Book 2 p.1,25,70 Book 3 1,44 Book 3 p.3,73

MACMILLAN READING PROGRAM					
Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
PP Mastery Test	WW p.23-26	WW p.74, 100,106, 131,133	WW p.29		
	WW p.60, 64	WW p.165, 397	LP p.105		

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
			Level II, 1-8	
		Book A pp.11-15		
Bk.3 Unit 1 pupil p.34	Storybook 3	Book B pp.19-36	Level I-3 Level II-2	Level 1
Bk.1 Unit 4 p.250-252 pupil p.141	Storybook 1		Level I-3 Level II-13	

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics Is Fun	Phonics Workbook
	Book 2 entire book			
	Book 1 pp.61-65 Book 2 pp.41-45	Ideal Tapes 2725 Ideal Charts 272-A First talking Alphabet Listen and Do Record	I p.37 II p.12,89,96 I p.37-38 II p.12	I p.67 I p.68

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken Phonics Sheets	Milliken Read and Do Sheets	SRA Word Games	Palo Alto
pp.4,5,6,	p.1, p.2,	Preprimer pp.19,25,28, Primer p.9, Grade 1, Part 2, p.4,	Game #2,	
pp.19,20			Game #5,	
pp.1,2,3,	p.29,	Grade 1, Part 2, p.3,	Game #2,	Pre-Book

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
Tape 1 Side 2 Ditto 3	Unit 1 Lesson 2,3,4,	S.E. Level A entire book; Level B entire book; BRS B 1-30		
Tape 1 Side 2 Ditto 3	Unit 1 Lesson 2,4,			
Tape 3 Side 1 Ditto 10		S.E. Level B pp. 12-86 BRS B 1-30		C-0258

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill II A 3 & 4 The student recognizes the sound-symbol association for the letter p. Reads and writes words in which the p sound is used in initial and final position		Bk. A p.23	pp.45, 46	Wb. A p.47	A-#24	CB.A pp.26, 27, 56	Red Book p.25	ABC pp.31, 32	FS#1 frame 27	
Skill II A-5 The student recognizes the sound-symbol association for hard c sound in initial position. Reads and writes words in which the hard c sound is used in initial position.		Bk. A pp.32, 33	pp.53	Wb. A p.53		CB.A pp.91, 92,93	Red Book pp.20, 21	ABC pp.41, 42	FS#1 frame 36	
Skill II A-6 The student recognizes the sound-symbol association for the terminal blend nd. Reads and writes words using the final nd blend		Bk. A pp.13, 14	pp.33, 34	Wb. A p.39	A-#17 19		Red Book pp.40, 41	ABC pp.21, 22	FS#1 frame 17	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

Pre-Test	HARPER-ROW SERIES - BASAL			
	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Primer	Primer p.44 150,163, 200,233,257	Primer p.79,82, 86,88	Primer p.65,66,67, 71,80
	Book 1	Book 1 p.66		Book 1 p.2
	Book 2	Book 2 p.76,86,105	Book 2 p.5,14,23 etc.	Book 2 p.2,3,4 25
	Book 1	Book 1 p.134,169,185, 228	Book 1 p.55	Book 1 p.41,47,49, 74,76
	Book 2	Book 2 p.74	Book 2 p.8	Book 2 p.6
			Book 3 p.4,6,80	Book 3 p.3,4
	Pre-Pr.1 and 2	Pre-Pr. 1 & 2 p.48,76,80,92, etc.	Pre-Pr. p.12	Pre-Pr. p.9.10,11, etc.
	Pre-Pr.3 and 4	Pre-Pr. 3 & 4 p.93,97,98,etc.		
	Primer	Primer p.130,136,150, 163,200	Primer p.55,58,64, 93,102,108	
	Book 1	Book 1 p.66	Book 1 p.2	Book 1 p.1
	Book 2	Book 2 p.66,71,81,etc.	Book 2 p.3,14,18, etc.	Book 2 p.1,14
	Book 3	Book 3 p.67, etc.	Book 3 p.3,14,18	Book 3 p.1,14
	Book 2	Book 2 p.142,144,145, 263		Book 2 p.42,76,80
	Book 3	Book 3 p.96		Book 3 p.2,6,55

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
PP Mastery Test	WW p.15-18 WW p.23-26	WW p.54-5, 71,133, (154) WW p.85, 101,145, 148, (361)	WW p.86 WW p.56		
PP Mastery Test	WW p.19-22	WW p.71, 110,(139), 143,(154)	WW p.54		
	LP p.78-83	LP p.192-4			

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Pre-reader Stage 1 p.23-62 Stage 2 p.6-26		Book B pp.188-199	Level I-13 Level II-14 Level I-13 Level II-4	Level 1
Bk.1 Unit 1 p.100-105 pupil p.18	Storybook 1	Book A pp.74-88	Level I-2 Level II-3	Level 1
Bk. 1 Unit 4 p.244 pupil p.128	Storybook 1		Level II-1	Level 2

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press Phonics Is Fun	Modern Curriculum Press Phonics Workbook
	Book 1 pp.37-49 Book 1 pp.37-49	Same as II A-1	I p.55 II p.19	I p.95 I p.96
Grade 2-Unit 25 Grade 3-Unit 16 Grade 4-Unit 9-10 Grade 5-Unit 20 Grade 6-Unit 15	Book 2 pp.55-59	Same as II A-1	I p.49 II p.17,87,88 III p.51-52	I p.85-86
	Book 1 entire book	Tapes 2737 Chart 5 Pictures for pegboard		

SOURCES OF MATERIALS

Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
pp.7,8,9,27, 17,18,31,	p.1, p.2,	Primer, p.12, Grade 1, Part 2, p.3,	Game #1,5,	Pre-Book
pp.7,8,9,27	p.28,	Preprimer p.21,25,28, Grade 1, Part 2, p.5,	Game #4	Pre-Book
				Book 5

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
Tape 1 Side 1 Ditto 1	Unit 1 Lesson 2,3,4. Unit 1 Lesson 2,4.	S.E. Level A entire book		C-0265
Tape 2 Side 2 Ditto 7		S.E. Level A entire book		C-0254
		S.E. Level C pp. 27-39 BRS C 11-15		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill II A 7 & 8 The student recognizes the sound-symbol association for the blend st. Reads and writes words in which the blend st is used in initial and final position.		Bk. A p.18	pp.39, 40, 41	Wb. A p.43	A-#21	CB.A p.22	Red Book pp.8, 9, 35, 36, 39	ABC pp.25, 26	FS#1 Frame 22	
Skill II A-9 The student recognizes the sound-symbol association for the final blend nt. Reads and writes words in which the nt blend is used.		Bk. A pp.19, 20	pp.41	Wb. A p.43	A-#21	CB.A p.23	Red Book pp.35, 36	ABC pp.27, 28	FS#1 frame 22	
Skill II A-10 The student recognizes the sound-symbol association for the blend gr. Reads and writes words with gr blends.		Bk. A p.26	p.48	Wb. A p.49		CB.A pp. 69,70, 71	Red Book pp.40, 41	ABC pp.33, 34	FS#1 frame 30	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Primer	Primer p.212,218, 224,229,233, 244,262,268		
	Book 2	Book 2 p.48,49,53, 72, etc.	Book 2 p.8,49,77	Book 2 p.2,13,41
	Book 1	Book 1 p.164,169, 185		
	Book 2	Book 2 p.144,145, 263,265		Book 2 p.7,76,80
	Book 2	Book 2 p.263		Book 2 p.76,80
	Primer	Primer p.224,229, 233,244,262 268		
	Book 1	Book 1 p.70,81		
	Book 2	Book 2 p.81,135, 140, etc.	Book 2 p.46,54, 73,106	Book 2 p.9,25

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	WW p.92-94	WW p.232-3, (234), 241, 267, (268)	WW p.73		Mastery Test, LP
		WW p.232-3, 241, 267, (234), (268)	WW p.89		Mastery Test, SB
	WW p.117-120	WW p.283-4, (285), 287	SB p.3		
	LP p.152-158	LP p.(336), 338-9	LP p.99	LP #36	Mastery Test, EG

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.2 Unit 1 T.M. p.44-46 pupil p.32 Bk.1 Unit 4 T.M. p.236 pupil p.121	Storybook 2 Storybook 1		Level II-13 Level II-6	Level 1 Level 3
Bk.1 Unit 4 T.M. p.233 pupil p.115 Bk.8 more in depth.	Storybook 1		Level II-14	Level 3
Bk.3 Unit 2 T.M. p.127-128 pupil p.59	Storybook 3		Level II-26	Level 3 or 4

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics Is Fun	Phonics Workbook
	Book 4 pp.91-94 Book 4 pp.56-62	Chart 15 Pictures for Pegboard		
	Book 4 pp.41-47	Same as II A-7		
	Book 4 pp.11-15	Ideal Tapes 2735-1 Worksheet 2736-1-1 Ideal Tapes 2735-2 Ideal Worksheet 2736-2-2 Ideal Chart 273-A,B,C.	I p.40 II p.69	

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
pp.47,48,			Game #14,	Book 5
				Book 5
pp.49,			Game #13,	Book 5

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling.Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
	Unit 1 Lesson 2,3,4, Unit 1 Lesson 4,	S.E. Level C pp. 40-52 BRS C 16-20		
		S.E. Level C pp. 27-39 BRS C 16-20		
	Unit 1 Lesson 3,4,5,	S.E. Level C pp. 93-115 BRS C 36-40		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill II A-11 The student recognizes the sound-symbol association for the blend dr. Reads and writes words with the dr blend.		Bk. A p.27	pp.49, 50	Wb. A p.49		CB.A p.77			FS#1 frame 31	
Skill II A-12 The student recognizes the sound-symbol association for the blend sp. Reads and writes words with the sp blend		Bk. A p.29	pp.51, 52			CB.A p.86, 87	Red Book pp.14, 15	ABC pp.37, 38	FS#1 Frame 33	
Skill II A-13 The student recognizes the sound-symbol association for the blend mp. Reads and writes words with the mp blend.		Bk. A p.30	p.51	Wb. A p.43		CB.A pp.89, 90		ABC pp.39, 40	FS#1 frame 34	
Skill II A-14 The student recognizes the sound-symbol association for the letter h. Reads and writes words using the h sound.		Bk. A p.34	pp.55, 56	Wb. A p.55	A#36	CB.A pp. 102, 103, 104	Red Book pp.23, 24	ABC pp.43, 44	FS#1 frame 38	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3 indicates First, Second or Third Reader - 2/2, or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL

Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 1 Book 2	Book 1 p.146,151, 160,228,262 Book 2 p.122,135, 148, etc.	Book 2 p.11,68, 82,98,106	Book 2 p.9
	Book 1 Book 2	Book 1 p.51,70,96, 134,165,201 Book 2 p.113,117, 121, etc.	Book 2 p.11,13, 37,39,120	Book 2 p.9,25, 48,77
				Book 3 p.6
	Pre-Pr.2 Pre-Pr.3 Book 2	Pre-Pr. 2 p.168,174 175,180,193, etc. Pre-Pr.3 p.43,54, 73 Book 2 p.86,90, 96, etc.	Pre-Pr. p.31 Book 2 p.3,14,54, 60,65,79, 98	Pre-Pr. p.29,30 Book 2 p.1,2,38

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	LP p.17-21	LP p.60, 63,65,102, 104	LP p.13		Mastery Test, LP
			SB p.27		
	WW p.33-36	WW p.101	SB p.62		
PP Mastery Test	WW 10-14	WW p.41-2, 47,(48), 65-6	WW p.4		

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.2 Unit 3 T.M. p.70-71 pupil p.73	Storybook 2		Level II-32	Level 3 or 4
Bk.3 Unit 2 T.M. p.122-128 pupil p.50	Storybook 3		Level III-2	Level 1
Bk.5 Unit 1 T.M. p.213-216 pupil p.18	Storybook 5		Level II-22 (supp. II, p.28)	Level 3 or 4
Bk. 1 Unit 3 p. 213-216 pupil p.73	Storybook 1	Book A pp.201-214	Level I-9 Level II-4	Level 1

SOURCES OF MATERIALS				
Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics Is Fun	Phonics Workbook
	Book 4 pp.103-107		I p.142	
	Book 4 pp.87-90			
	Book 4 pp.67-73			
	Book 2 pp.24-30	Chart 15. Consonant Pictures for Pegboard Magic Cards	I p.27 II p.7	I p.55-56

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken Phonics Sheets	Milliken Read and Do Sheets	SRA Word Games	Palo Alto
			Game #12,	Book 5
pp.44,47			Game #14,	Book 5
pp.1,2,3,10, 11,12				Book 5
	p.5, p.6,	Primer, p.8, Grade 1, Part 2, p.3,	Game #2,	Pre-Book Books 1-4

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
	Unit 1 Lesson 3,4,5,	S.E. Level C pp. 93-113 BRS C 36-40		
	Unit 1 Lesson 3,4,5,	S.E. Level C pp. 78-92 BRS C 31-35		
	Unit 1 Lesson 4,	S.E. Level C pp. 53-61 BRS C 21-25		
Tape 5 Side 2 Ditto 19	Unit 1 Lesson 2,3,4,	S.E. Level A entire book		C-0259

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill II A-15 The student recognizes the sound-symbol association for the letter f. Reads and writes words using the h sound.		Bk. A p.34	pp. 55, 56	Wb.A p.57		CB.A pp. 109, 110, 111	Red Book pp. 32-44	ABC pp.45, 46	FS#1 frame 40	
Skill II A-16 When given closed syllable words made up of graphemes in Levels I & II, the child can blend them into words.		Bk.A pp.37-41		Wb.A pp.59, 63	A#38	CB.A pp.32, 37,46, 52,60, 71,72, 73,80, 81,94, 99,100, 111	Red Book pp. 1-44			Lipp. Achiev. Test Book A Level II Test
Skill II A-17 When given orally a short vowel word which is made up of the graphemes included in Levels I and II, the child can spell the word correctly.					A#38, 39,40			ABC pp. 11-46		T.E. for Book A-pages 65-66.
Skill II A-18 The child recognizes rhyming words made up of graphemes in Level I and II.				Wb.A p.52						Workbook A page 63

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2, or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Pre-Pr.3 Pre-Pr.4 Book 2	Pre-Pr. 3 p.128,131, 140,155,160, 180,184,201 Pre-Pr. 4 p.155,160, 180,184,201 Book 2 p.48,49, 53,etc.	Pre-Pr. p.68 Book 2 p.3,13, 14,25,etc.	Pre-Pr. p.69,70 Book 2 p.1

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
PP Mastery Test	WW p.10-14	WW p.39, 47,(48), 71,89	WW p.4		

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
		Book A pp.26-29	Level I-3 Level II-6	Level 1
			Level II	
6			Level II	
			Level II	

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press Phonics Is Fun	Modern Curriculum Press Phonics Workbook
	Book 2 pp.46-50	Same as II A-14	I p.35 II p.11	I p.65-66
	Book 2 entire book			
	Book 2 entire book			
	Book 2 entire book			

SOURCES OF MATERIALS

Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
pp.1,2,3,	p.3, p.4,	Preprimer pp.10,11, Primer p.6, Grade 1, Part 2, p.3,	Game #2	Pre-Book Books 1-4
Informally in games activities throughout				
Informally in games activities throughout				
Informally in games activities throughout				

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
Tape 1 Side 1 Ditto 2	Unit 1 Lesson 2,3,4,	S.E. Level A entire book		C-0257
		S.E. Level A, B and C entire book BRS B 1-30 C 1-40		
			Cards 1-52 after level II if consonants "b" & "v" are taught. Cards 53-72 after level II teach "w","x", 1 Cards 73-89 after level II teach "z" Cards 90-120 after level II if "look" taught as a sight word Cards 121-166 after level II if "little" taught as a sight word	
		S.E. Levels A B and C entire book; BRS, all of B; C 1-40		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
LEVEL III Skill III B-1 The student recognizes, reads and writes words with the sound pattern ar, without terminal e.	Level III Pre and Post-tests	Bk. B pp.1, 2,3,4	pp. 1-7	Wb.B pp.1,2	B#1, 2	CB.B pp. 19,20, 21		ABC p.48	FS#2 frame 1	
Skill III B-2 The student recognizes, reads and writes words with the sound pattern er.		Bk. B p.5	pp. 4-6	Wb.B p.7		CB.B pp. 24,25, 26		ABC p.50	FS#2 frame 9	
Skill III B-3 The student recognizes, reads and writes words with the suffix ed as d,t, and ed sound.		Bk. B pp.6, 7,8	p.6		B#3	CB.B pp. 28,29, 30,31		ABC pp.52, 54,56	FS#2 frame 10	
Skill III B-4 The student recognizes, reads and writes words with the ow sound (as in cow),		Bk. B pp.24, 25	pp. 20,21	Wb.B p.9	B#8	CB.B pp. 42,43		ABC p.64	FS#2 frame 28	
Skill III B-5 The student recognizes, reads and writes words with the terminal le (as in little)		Bk. B p.34	pp. 30,31		B#8	CB.B pp. 54,55		ABC p.72	FS#2 frame 38	

UNDERLINED; Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

		HARPER-ROW SERIES - BASAL		
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Primer	Primer p.206,212, 224,etc.	Primer	
	Book 1	Book 1 p.61,90,101, 174,201	Book 1 p.22	
	Book 2	Book 2 p.78,84,87, etc.	Book 2 p.13	Book 2 p.10 79
	Book 3	Book 3 p.73,74,82, etc.	Book 3 p.46	Book 3 p.8,45 74
	Primer	Primer p.96,102,115 etc.		Primer p.75
	Book 1	Book 1 p.141,246	Book 1 p.41,71	Book 1 p.17,71
	Book 2	Book 2 p.78,105,148 etc.	Book 2 p.8	
	Book 3	Book 3 p.90,120,225		Book 3 p.2,8,46,53
	Book 1	Book 1 p.55		
	(No differentiation of sounds - called, helped, and wanted are taught in same lesson -)			
	Book 2	Book 2 p.58,59,65, 66, etc.	Book 2 p.7,12,21, etc.	Book 2 p.23,58,64
	Book 3	Book 3 p.61,75,76 etc.	Book 3 p.4,20, etc.	
	Primer	Primer p.122,130, 157,170,206, 212,234,239	Primer p.84	Book 1 p.10,54 (Other pages have the ow sound as in snow)
	Book 1	Book 1 p.66,81,174	Book 1 p.11,66	
	Book 2	Book 2 p.84,103	Book 2 p.13	Book 2 p.17
	Book 3	Book 3 p.90,97,103 etc.	Book 3 p.60	Book 3 p.1,10,46
	Book 1	Book 1 p.165,201, 207		
	Book 3	Book 3 p.206		

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	LP p.22-26	LP p.70, 123,124	EG p.131		Mastery Test, EG
	WW p.27-32	WW p.89, 90	EG p.29		Mastery Test, EG
	WW p.113-116	WW p.275, (277),291, (292),383, (384)	WW p.119		Mastery Test,LP
	LP p.96-99	LP p.225, (226)	LP p.66		Mastery Test, EG
	LP p.63-66	LP p.153			

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk. 6 Unit 3 T.M. p.311 pupil p.86	Storybook 6		Level II-7 Level II-11	Level 2
Bk.5 Unit 3 T.M. p.257-259 264 pupil p.73 Bk. 4 Unit 2 T.M. p.189-194	Storybook 5	Book C pp.87-90	Level II-8 Level II-11	Level 2
Bk.4 Unit 4 T.M. p.109 pupil p.112	Storybook 4		Level II-18 Level IV, Cyc. 2-1	Level 1
Bk.16 Unit 1 T.M. p.69 pupil p.3			Level II-2 Level II-4	Level 1
Bk.8 Unit 4 T.M. p.79-80 pupil p.133	Storybook 8		Level II-7	Level 4

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press Phonics Is Fun	Modern Curriculum Press Phonics Workbook
	Book 5 pp.94-100	Ideal Chart 2799-6 Ideal Tape 2805-7	II p.92-93 III p.55	II p.86-87
Grade 2- Units 33-34 Grade 3- Units 14-29 Grade 4- Unit 15 Grade 5- Unit 9 Grade 6- Units 5-7	Book 4 pp.63-68	Ideal Spelling Generalizations Transparencies	II p.96-98 III p.59	
	Book 3 pp.53-56	Chart C Sound of Suffix ed	I p.137-138 II p.105-107 III p.90	I p.237 II p.98, 103-106
Grade 2- Units 31-22 Grade 3- Unit 15 Grade 4- Unit 13 Grade 5- Unit 5 Grade 6- Unit 13	Book 6 pp.21-28	Ideal Tape 2795-5 last half of tape	II p.131-134 III p.71-72	II p.147-149
Grade 3- Unit 35 Grade 4- Unit 28 Grade 5- Unit 17	Book 6 pp.21-28	Ideal Tape 2755-2 Worksheet 2755-2-2 Transparency 2759-11	II p.145-146 III p.81-82	

	SOURCES OF MATERIALS				
	Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
		Phonics Sheets	Read and Do Sheets		
				Game #35,	Book 13
				Game #22,23, 35,	Book 13
	pp.54-58,61,			Game #22,23,	Book 10
				Game #36,37,	Book 18
				Game #43,	Book 20

SOURCES OF MATERIALS				
Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tape Lang. Arts
	Unit 2 Lesson 3,4,5.	S.E. Level C pp. 1-165 BRS F 1-10		
	Unit 2 Lesson 3,4,5.	S.E. Level E pp. 1-18 BRS E 1-5		
	Unit 5 Lesson 1,2,3,4 Unit 8 Lesson 1,2,5.	Level E pp. 1-18 BRS E 1-15		
		S.E. Level E pp. 78-100 BRS E 21-25		
		S.E. Level E pp. 19-38 BRS E 6-10		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING										
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test	
Skill III B-6 The student recognizes, reads and writes words with the sound pattern ck.		Bk. B p.39	pp. 35,36	Wb.B p.22	B#11	CB.B pp.62, 63,64		ABC p.76	FS#2 frame 43		
Skill III B-7 The student recognizes, reads and writes words with the sound pattern ir (without the terminal e).		Bk. B p.65	pp. 65,66	Wb.B p.37		CB.B pp. 100, 101	Blue Book pp. 56-70	ABC p.91	FS#3 frame 65		
Skill III B-8 & 9 The student recognizes, reads and writes words with the sound pattern or (as in for and ore).		Bk. B p.72	pp. 71,72	Wb.B p.43		CB.B pp. 111, 112, 113, 114		ABC p.98	FS#3 frame 22		
Skill III B-10 When given words made up of the sound-spellings in Levels I-III, the child can blend these sounds into words.										Level III Test	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3 indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 1 Book 2	Book 1 p.228,240,262 Book 2 p.61,62,65,140,166	Book 1 p.35,108 Book 2 p.8,38,82	Book 1 p.74,76 Book 2 p.6 Book 3 p.2,4,6,34,58
	Primer Book 1 Book 2 Book 3	Primer p.229,234,239,244,250 Book 1 p.165 Book 2 p.87,97,99 Book 3 p.95,145,188,216,236,246	Book 1 p.71 Book 2 p.13	Book 1 p.54 Book 2 p.17 Book 3 p.10,45,55
	Book 2 Book 3 Book 2 Book 3	Book 2 p.217,219 Book 3 p.51,90,100,118,216,238,240 Book 2 p.167 Book 3 p.238	Book 3 p.64	Book 3 p.9,46,74

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	LP p.111-114	LP p.251, 254	LP p.77		Mastery Test, SB
	LP p.104-110	LP p.239, EG p.477	EG p.138		Mastery Test, EG

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.2 Unit 4 T.M. p.81-83 pupil p.113	Storybook 2		Level II-14 Level II-22 Supp. II, p.28	Level 1
Bk.6 Unit 1 T.M. p.296-302 pupil p.25	Storybook 6		Level II-28 Level II-28	Level 2
Bk.8 Unit 4 p.79-80 pupil p.125-128	Storybook 8		Level II-13 Level II-25	Level 2
Bk.9 Unit 1 T.M. p.113-114 pupil p.7-9	Storybook 9		Level III-25	Level 2
Bk. 8 Unit 4 T.M. p.79-80 pupil p. 133	Storybook 8			
			Level II	

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press Phonics Is Fun	Modern Curriculum Press Phonics Workbook
	Book 5 pp.5-7	Ideal Tape 2735-5 Chart 273-E		I p.252
Grade 2- Units 33-34 Grade 3- Units 14-29 Grade 4- Unit 15 Grade 5- Unit 9 Grade 6- Units 5-7	Book 5 pp.45-50	Record Side 31 Card 20	II p.96	II p.90
	Book 3 pp.49-52		II p.94-95 III p.56 II p.95	II p.88

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
pp.19,20,33,				Book 11
			Game #35,	Book 13
			Game #35,	Book 13 Book 9

SOURCES OF MATERIALS				
Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
	Unit 1 Lesson 4	S.E. Level C pp. 15-26 BRS C 6-10		
	Unit 2 Lesson 2,3,4,5	S.E. Level F pp. 1-65 BRS F 1-10		
	Unit 2 Lesson 3,4,5,	S.E. Level E pp. 19-38 BRS E 6-10 S.E. Level F pp. 1-65 BRS F 1-10		
		S.E. Levels A through F. all; BRS A through E, all: F 1-10.		

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill III B-11 When a word made up of the sound-spellings in Levels I-III is dictated, the child can write the correct spelling for the word.										Level III Test
Skill III B-12 The child recognizes rhyming words made up of graphemes in Levels I-III.										Level III Test
LEVEL IV **Skill IV B-1** The student recognizes, reads and writes words using the long vowel a.	Level IV Pre and Post-Tests	Bk. B pp. 46-49	pp. 44, 45	Wb.B. p.28	B#16	CB.B pp. 72-82		ABC pp. 80, 82,84	FS#2 frame 48	
Skill IV B-2 The student recognizes, reads and writes words using the long vowel e.		Bk. B pp. 50-53	pp. 48-50	Wb.B p.29	B#17, 18	CB.B p.83	Blue Book pp. 37-42		FS#2 frame 54	
Skill IV B-3 The student recognizes, reads and writes words using the long vowel i.		Bk. B p.64	pp. 62-64	Wb.B p.34		CB.B pp. 96-99	Blue Book pp. 49-55	ABC p.92	FS#3 frame 64	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3 indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 1 Book 2	1/1 T70,76, 81,141,155, etc. 2/1 T68,73, 78, etc.	1/p.18	1/p.11, 12,13
	Book 1	1/1 T213,218, 223,228,234, 262	1/p.98	1/p.68,69, 70
	Book 1 Book 2	1/1 T119, 124,134,155, 185,240 2/1 T48,87, 88,97, etc.		

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	LP 47-54	LP p.138, 144,156, 166	LP p.37	LP #15, 17	Mastery Test, LP
	LP p.67-72	LP p.161, 166-7,187	LP p.48	LP #18	Mastery Test, LP
	LP p.22-26	LP p.74, 76,129,157, 166	LP p.17	LP #17	Mastery Test, LP

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
			Level II	
			Level II	
Bk.9 Unit 3 T.M. 123-126 pupil p.74 Bk.11 Unit 3 T.M. p.224-25 pupil p.103	Storybook 9 Storybook 11	Book A pp.142-166	Level I-1 Level I-6 Level II-11	Level 1
Bk.6 Unit 4 T.M. 327-329 pupil p.116 Bk.16 Unit 2 T.M. p.221-222 pupil p.41 Bk.11 Unit 3 T.M. p.224-225 pupil p.74	Storybook 6 Storybook 16 Storybook 11	Book A pp.18-25	Level I-9 Level II-1	Level 1
Bk.10 Unit 1 T.M. p.162-163 pupil p.29 Bk.11 Unit 2 T.M. p.221-222 pupil p.45	Storybook 10 Storybook 11	Book C pp.58-65	Level I-10 Level II-12	Level 1

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press Phonics Is Fun	 Phonics Workbook
Grade 2- Unit 17 Grade 3- Units 10-13 Grade 4- Unit 3 Grade 5- Unit 3 Grade 6- Units 1-2	Book 4 pp.56-62	Tape 2745-1 Chart 274-A Tape 2817	I p.97 II p.47 I p.98-105 II p.48-50	I p.161-162 I p.163-174 II p.43-44
Grade 2- Unit 17 Grade 3- Units 10-13 Grade 4- Units 3 Grade 5- Unit 3 Grade 6- Units 1-2	Book 3 pp.45-48	Ideal Tape 2748-8 Worksheet 2746-8-1 Ideal Chart 274-H	I p.125 II p.62 III p.35 I p.126-131 II p.63-65 III p.36	I p.215 I p.216-220 II p.56-57
Grade 2- Unit 17 Grade 3- Units 10-13 Grade 4- Unit 3 Grade 5- Unit 3 Grade 6- Units 1-2	Book 5 pp.11-16	Ideal Tape 2745-5 Worksheet 2746-5-1 Ideal Chart 274-E	I p.104 II p.51 I p.105-110 II p.52-54	I p.175-176 I p.177-186 II p.45-46

	SOURCES OF MATERIALS				
	Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
		Phonics Sheets	Read and Do Sheets		
	pp.13,14,34, 35,			Game #10, 29-31,	Books 6,7,8,
	pp.13,14,			Game #10, 29-31,	Books 6,7,8,
	pp.13,14,36, 37,			Game #10, 29-31,	Books 6,7,8,

SOURCES OF MATERIALS				
Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
		S.E. Levels A through F all; BRS A-E, all; F 1-10.	Cards 167-200 after level III if I & II are taught	
	Unit 2 Lesson 2,3,4, 5,	S.E. Level E pp. 150-202 BRS E 36-40		C-0207, C-0220 Evaluation Long Vowels C-0213 C-0225
	Unit 2 Lesson 2,3,4, 5,	S.E. Level E pp. 150-202 BRS E 36-40		C-0208, C-0221 Evaluation Long Vowels C-0213 C-0225
	Unit 3 Lesson 2,3,4, 5,	S.E. Level E pp. 150-202 BRS E 36-40		C-0209, C-0222 Evaluatio Long Vowels C-0213 C-0225

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill IV B-4 The student recognizes, reads and writes words using the long vowel o.		Bk. B p.71	pp. 70, 71	Wb.B p.41		CB.B p.101	Blue Book pp. 56-72	ABC p.96	FS#3 frame 21	
Skill IV B-5 The student recognizes, reads and writes words using the vowel digraph ee.		Bk. B p.50	pp. 48-50	Wb.B p.29	B#18	CB.B pp. 83-86		ABC p.86	FS#2 frame 54	
Skill IV B-6 The student recognizes reads and writes words using the vowel digraph ea.		Bk. B p.54	pp. 51-53	Wb.B p.30	B#20	CB.B pp. 87-91		ABC p.88	FS#2 frame 5	
Skill IV B-7 The student recognizes, reads and writes words using the vowel digraph ai.		Bk. B p.58	pp. 56-58	Wb.B p.32	B#24	CB.B 92-95		ABC p.90	FS#3 frame 58	
Skill IV B-8 The student recognizes, reads and writes words using the vowel digraph ie.		Bk. B p.64	pp. 63-65					ABC p.92	FS#3 frame 13	

UNDERLINED: Page
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(NOTE: Book 1,2,3, indicates First, Second or Third
Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 1 Book 2	1/1 T184,185, 190,195,228, 251 2/1 T122,124, 130	1/p.83	1/p.57,58 59
	Book 1	1/1 T129,155 218,223,234, 251	1/p.57	1/p.39
	Book 2	2/1 T135,189, 233,267,277		
	Book 2	2/1 T108,135, 188,233,267	2/1 p.33	2/p.22,64

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	LP p.45-46	LP p.124, 129,130, 156,158	LP p.29	LP #14, 17	Mastery Test, LP
	TYS p.25-27 LP p.10-12	PP p.350 LP p.44, 108	LP p.56	LP #2	Mastery Test, EG
	WW p.173-178	WW p.392 LP p.247, 263,264	EG p.78		Mastery Test, LP
	EG p.211-215	EG p.467, 469	EG p.78		Mastery Test, EG
	SB p.174-176	SB p.373, 378-9	SB p.143		Mastery Test, SB

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.10 Unit 4 T.M. p.175-176 pupil p.110 Bk.15 Unit 1 pupil p.5	Storybook 10 Storybook 15	Book B pp.147-163	Level I-4 Level II-2	Level 1
Bk.13 Unit 2 p.319-21 pupil p.45	Storybook 13		Level II-2 Level II-3	Level 1
Bk.15 Unit 2 T.M. p.35 pupil p.37	Storybook 15		Level II-11 Level II-14	Level 1
Bk.17 Unit 1 T.M. p.123 pupil p.23 Bk.18 Unit 13 T.M. p.161 pupil p.75	Storybook 17 Storybook 18		Level II-19 Level II-20	Level 1
Bk.16 Unit 2 T.M. p.83 pupil p.45	Storybook 16		Level II-26 Level II-26	Level 4

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics Is Fun	Phonics Workbook
Grade 2- Unit 17 Grade 3- Units 10-13 Grade 4- Unit 3 Grade 5- Unit 3 Grade 6- Units 1-2	Book 3 pp.74-76	Ideal Tape 2745-3 Worksheet 2745-3-1 Ideal Chart 274-D	I p.118-119 II p.58 I p.119-124 II p.59-61	I p.201-202 I p. 203-211 II p.52-52
Grade 2- Units 15-16 Grade 3- Units 8-13 Grade 4- Unit 2 Grade 5- Unit 2 Grade 6- Units 1-2	Book 5 pp.51-55	Giant Cards Ideal Tape 2815-10 Worksheet Ideal Tape Worksheet		
	Book 6 pp.95-105	Same as IV B-5		
Grade 2- Units 15-16 Grade 3- Units 8-13 Grade 4- Unit 2 Grade 5- Unit 2 Grade 6- Units 1-2	Book 5 pp.40-50	Ideal Tape 2745-2		
		Ideal vowel diagraph giant cards		

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
pp.13,14,38, 39			Game #10, 29-31,	Books 6,7,8,
			Game #32,	Book 6
			Game #32,	Book 14
			Game #32,	Book 14
			Game #32,	Book 17

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling.Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
	Unit 2 Lesson 2,3,4, 5.	S.E. Level E pp. 150-202 BRS E 36-40		C-0210, C-0223 Evaluation Long Vowels C-0213 C-0225
		S.E. Level E pp. 39-56 BRS E 11-15		
		S.E. Level E pp. 39-56 BRS E 11-15		
		S.E. Level E pp.57-77 BRS E 16-20		
		S.E. Level E pp. 102-127 BRS E 26-30		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill IV B-9 The student recognizes, reads and writes words using the vowel digraph oa.		Bk. B pp. 78-81	pp. 77, 78	Wb.B p.47	B#37	CB.B pp. 116-119	Blue Book pp. 71-78	ABC p.100	FS#3 frame 27	
Skill IV B-10 The student recognizes, reads and writes words using the vowel digraph oe.		Bk. B p.78	pp. 77, 78	Wb.B p.47	B#37	CB.B pp. 116-119	Blue Book pp. 63-78	ABC p.102	FS#3 frame 28	
Skill IV B-11 The student recognizes, reads and writes words using the w sound.		Bk. B pp. 9-13	pp. 7-12	Wb.B p.6		CB.B pp. 32-39		ABC pp. 58, 60,62	FS#2 frame 13	
Skill IV B-12 The student recognizes, reads and writes words using the l, L sound.		Bk. B pp. 27-32	pp. 23, 24	Wb.B p.11	B#7	CB.B pp. 44-47		ABC pp. 66, 68	FS#2 frame 31	
Skill IV B-13 The student recognizes, reads and writes words using the b sound.		Bk. B p.33	pp. 28-30	Wb.B p.15		CB.B pp. 50-53		ABC p.70	FS#2 frame 37	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL

Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 2	2/1 T178,189, 233,267,277		
	Pre-Pr. 2	pp/2 T152, 156,161 etc.		pp/p.25
	Primer	p/T176,183, 188, etc.		
	Book 2	2/1 T49,95, 105,116, etc.	2/p.5,30, 37, etc.	2/p.3,4
	Pre-Pr. 2	pp/2 T138, 144,145,147 161	pp/p.24	pp/p.21,22
	Primer	p.T136,150, 200		
	Book 2	2/1 T49,66, 81,95, etc.	2/p.3,39, 41, etc.	2/p.2,5,25, 48
	Pre-Pr. 3	pp/3 T97,98, 102,108,118 etc.	pp/p.60	pp/p.53,54
	Primer	p/T 75,82,89, 95,etc.		
	Book 2	2/1 T 48,86, 90,105, etc.	2/P.2,5,13, etc.	2/p.1,3, 25,48

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	WW p.33-37	WW p.100 SB p.95, 247	EG p.27		**Mastery Test, EG**
	BTG p.161-165	BTG p.345	BTG p.95		**Mastery Test, SB**
PP Mastery Test	WW p.10-14	WW p.41, 47,(48), 133,143	WW p.4		
PP Mastery Test	WW p.33-37	WW p.101, 125-6,133, 145,(154)	WW p.29		
PP Mastery	WW p.19-22	WW p.65, 71,88,106, 111	WW p.26		

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.19 Unit 2 T.M. p.206-7 pupil p.67	Storybook 19		Level II-25 Level II-30	Level 1
			Level II-33 Level IV, cycle 17.3	Level 1
Bk.3 Unit 3 T.M. p.139-140 pupil p.101	Storybook 3	Book B pp.55-71	Level I-14 Level II-6	Level 1
Bk.2 Unit 4 T.M. p.83-85 pupil p.128 Bk.10 Unit 3 T.M. p.171-173 pupil p.86	Storybook 2 Storybook 10	Book B pp.37-54	Level I-11 Level II-7	Level 1
Bk.1 Unit 2 T.M. p.164-169 pupil p.32 Bk.2 Unit 2 T.M. p.37-42 pupil p.39	Storybook 4 Storybook 2	Book C pp.33-40	Level I-9 Level II-4	Level 1

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
Grade 2- Units 15-16 Grade 3- Units 8-13 Grade 4- Unit 2 Grade 5- Unit 2 Grade 6- Units 1-2	Book 5 pp.116-121	Ideal Tapes 2745-4 2815-7-2		
	Book 2 pp.11-17		I p.48 II p.17	I p.46,83, 84
	Book 2 pp.36-40	Consonant Pegboard Cards Tapes 2727 Magic Cards	I p.42-43 II p.14	I p.73-74
	Book 2 pp.60-63	Same as IV B-12	I p.23-24 II p.5	I p.51-52

SOURCES OF MATERIALS

Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
			Game #32,	Book 17
				Book 17
pp.7,8,9,	p.5, p.6,	Primer, p.8, Grade 1, Part 2, p.5,	Game #4,	Book 3
pp.1,2,3,	p.3, p.4,	Preprimer pp.24,25, Grade 1, Part 2, p.5,	Init. -4, Final -6,	Book 1
pp.4,5,6,10, 11,26,	p.5, p.6,	Preprimer pp.8,11,28, Grade 1, Part 2, p.4,		Book 1

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tape Lang. Arts
		S.E. Level E pp. 79-100 BRS E 21-25		
		S.E. Level E pp. 204-250 BRS E 41-45		
Tape 5 Side 1 Ditto 18	Unit 1 Lesson 2,3,4,	S.E. Level A pp. 17-84		C-0249
Tape 3 Side 1 Ditto 9	Unit 1 Lesson 2,3,4,	S.E. Level A pp. 66-84		C-0262
Tape 1 Side 2 Ditto 4	Unit 1 Lesson 2,3,4, Unit 1 2,4,	S.E. Level A pp. 12-84		C-0253

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill IV B-14 The student recognizes, reads and writes words using the consonant k.		Bk. B p.37	pp. 33, 34	Wb.B p.37	B#10	CB.B pp. 58-61		ABC p.74	FS#2 frame 41	
Skill IV B-15 The student recognizes, reads and writes words using the consonant j.		Bk. B p.82	pp. 82-84	Wb.B p.51		CB.B pp. 120-123	Blue Book pp. 71-82	ABC p. 104	FS#3 frame 82	
Skill IV B-16 The student recognizes, reads and writes words using the consonant v.		Bk. B p.87	pp. 86-88	Wb.B p.56	B#40	CB.B pp. 40, 41		ABC p. 106	FS#3 frame 87	
Skill IV B-17 The student recognizes, reads and writes words using the blend nk.		Bk. B p.41	pp. 37, 38		B#12			ABC p.78	FS#2 frame 45	T.E. Bk.B. pp. 91,94
Skill IV B-18 Addition of s to base word to form plural form.		Bk. B p.2	pp.2, 3,4	Wb.B p.48						Level IV Test

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL

Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 1 Book 2	1/1 T113,129 2/1 T48,58, 116, etc.	2/p.5,27, etc.	2/p.4
	Pre-Pr. 1 Primer Book 2	pp/1 T40,41, 44,45,50,53, 55, etc. p/ T51 52,60, 68,75, etc. 2/1 T165,173, 275	2/p.3,68, 120	2/p.2,4
	Book 2	2/1 T213,238, 245,261	2/p.60	2/p.60
	Book 2	2/1 T250,255, 262,263		
	Primer	p. T52,60,68	p p.13,36, 54,71,86	

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	WW p.27-32	WW p.94, (95),281, (415)	LP p.104	WW #6	
PP Mastery Test	WW p.33-37	WW p.101, 131,133, (154),160	WW p.4		
	WW p.33-37	WW p.107, (154),191, 261,(415)	WW p.54		
	EG p.49-52	EG p.137, 298	EG p.31		Mastery Test, SB
	WW p.47-50	WW p.141, 153-7,(168) 173,223	WW p.34	WW #11	Mastery Test, WW

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.2 Unit 3 T.M. 77-78 pupil p.99	Storybook 2	Book B pp.121-124	Level I-10 Level II-9	Level 1
Bk.6 Unit 1 T.M. p.288-290 292-293 pupil p.43	Storybook 6	Book C pp.95-100	Level I-10 Level II-34	Level 1
Bk.4 Unit 4 T.M. p.211-213 pupil p.127	Storybook 4	Book B pp.164-175	Level I-14 Level II-11	Level 1
Bk.3 Unit 2 T.M. 122-128 pupil p.45	Storybook 3		Level II-23 Level II-27	Level 2
			Level II-22	Level 1

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
	Book 3 pp.41-44	Same as IV B-12	I p.30-31 II p.9	I p.59-60
	Book 2 pp.31-35	Same as IV B-12	I p.34 II p.7	I p.63-64
	Book 4 pp.63-68	Same as IV B-12	I p.56 II p.21	I p.98
	Book 4 pp.95-99			
	Book 1 pp.66-77			

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
pp.7,8,9,	p.27,		Init. -3, Final -5,	Book 3
pp.5,6,	p.27,	Primer p.9, Grade 1, Part 2, p.4,	Game #3,	Book 4
pp.10,11,	p.27,			Book 2
				Book 11
pp.50,52,				

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
Tape 5 Side 1 Ditto 17	Unit 1 Lesson 1,2,3, 4,	S.E. Level A pp. 51-84		C-0261
Tape 3 Side 2 Ditto 12	Unit 1 Lesson 1,2,3, 4,	S.E. Level A pp. 38-84		C-0260
Tape 4 Side 1 Ditto 14	Unit 1 Lesson 1,2,3, 4,	S.E. Level A pp. 6-84		C-0248
	Unit 1 Lesson 4	S.E. Level D pp. 23-44 BRS D 6-10		
	Unit 3 Lesson 1,4,5.	S.E. Level E p.19		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill IV B-19 When given words made up of graphemes in Levels I-IV, the child can blend the sounds indicated by the letters into words.										Level IV Test Lipp. Achiev. Test Bk. B
Skill IV B-20 When words made up of graphemes in Levels I-IV are dictated, the child can write the correct spelling for these words.										Level IV Test Lipp. Achiev. Test Bk. B
Skill IV B-21 The child recognizes rhyming words made up of the graphemes in Levels I-IV										See Above
LEVEL V Skill V C-1 The child recognizes, reads and writes words using the digraph sh.	Level V Pre and Post-Test	Bk. C pp. 1-4	pp. 1-6	Wb.C p.4	C#1	CB.C pp. 14,15		ABC p. 108	FS#4 frame 5	

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill IV B-19 When given words made up of graphemes in Levels I-IV, the child can blend the sounds indicated by the letters into words.										Level IV Test Lipp. Achiev. Test Bk. B
Skill IV B-20 When words made up of graphemes in Levels I-IV are dictated, the child can write the correct spelling for these words.										Level IV Test Lipp. Achiev. Test Bk. B
Skill IV B-21 The child recognizes rhyming words made up of the graphemes in Levels I-IV										See Above
LEVEL V Skill V C-1 The child recognizes, reads and writes words using the digraph sh.	Level V Pre and Post-Test	Bk. C pp. 1-4	pp. 1-6	Wb.C p.4	C#1	CB.C pp. 14,15		ABC p. 108	FS#4 frame 5	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Pre-Pr. 3	pp/3-4 T155, 160,164,175, 184,190,201	pp. p.72	pp. p.57, 58,59,63, 67,71,80
	Primer	p T52,60,68 75,82,89,95, 109, etc.	p p.4,7, 10,16,42	
	Book 1	1/1 T 55	1 p.9,13 23,73,123	1 p.43
	Book 2	2/1 T48, 127,164	2 p.5,8 23,66,73	2 p.4,5, 42,76,80
	Book 3	3/1 T64, etc.		3 p.2,3, 62

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	WW p.23-26	WW p.77, 83,201,274, 280	WW p.13		Mastery Test, LP

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
			Level II	
			Level II	
			Level II	
Bk.1 Unit 4 T.M. p.231-235 pupil p.118	Storybook 1	Book B pp.72-83	Level II-1 Level II-3	Level 1

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press Phonics is Fun	Modern Curriculum Press Phonics Workbook
Grade 2- Units 15-16 Grade 3- Units 8-13 Grade 4- Unit 2 Grade 5- Unit 2 Grade 6- Units 1-2				
Grade 2- Units 15-16 Grade 3- Units 8-13 Grade 4- Units 2 Grade 5- Unit 2 Grade 6- Units 1-2				
Grade 2- Units 15-16 Grade 3- Units 8-13 Grade 4- Unit 2 Grade 5- Unit 2 Grade 6- Units 1-2				
Grade 2- Units 11,23, 29 Grade 3- Unit 11 Grade 4- Units 4-5 Grade 5- Unit 4 Grade 6- Unit 3	Book 3 pp.77-80	Tapes 2735 Charts 2730 Pictures for Pegboards	I p.157 II p.83,85 III p.45	

	SOURCES OF MATERIALS				
	Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
		Phonics Sheets	Read and Do Sheets		
	pp.15,16,21,22,		Grade 1, Part 2, pp.14,15,	Init. 8, Final 9,	Book 9

SOURCES OF MATERIALS					
Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts	
		S.E. Levels A-E, all BRS B-E, all			
		S.E. Levels A-E all BRS B-E, all	Cards 201-229 after "final e" is introduced in Level V		
	Unit 1 Lesson 3,4,	S.E. Level D pp. 45-57 BRS D 10-15			

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill V C-2 & 3 The child recognizes, reads and writes words using the digraphs ch and tch.		Bk. C pp. 5-7	pp. 7-11	Wb.C p.5	C#3, 4	CB.C pp. 19-23		ABC p. 110	FS#4 frame 10	
Skill V C-4 The child recognizes, reads and writes words using the digraph th.		Bk. C p.8	pp. 11-15	Wb.C p.14	C#5, 6	CB.C pp. 24-27		ABC p. 112	FS#4 frame 13	
Skill V C-5 The child recognizes, reads and writes words using the digraph wh.		Bk. C p.14	pp. 16-18	Wb.C p.13	C#7	CB.C pp. 28-30		ABC p. 114	FS#4 frame 19	
Skill V C-6 The child recognizes, reads and writes words using the digraph ng.		Bk. C p.26	pp. 28-29	Wb.C p.26	C#14	CB.C pp. 50-54			FS#4 frame 28	
Skill V C-7 & 8 The child recognizes reads and writes words using the sound pattern qu and letter q.		Bk. C p.17	pp. 21, 22		C#12	CB.C pp. 34-38		ABC p. 116	FS#4 frame 23	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL

Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 1	1/1 T146,160, 165,190,201, etc.	1 p.61,68, 73	1 p.40,43, 49,74,76
	Book 2	2/1 T165	2 P.5,8,13, 65,80,90, 106	2 p.3,5,6
	Book 3	3/1 T64,112, 125,135,148 etc.		3 p.2,3,6, 62,71
	Book 1	1/1 T160, In final position		
	Primer	p T157,163, 176,188,229, 238,239,257		
	Book 1	1/1 T61,124, Unvoiced T90, 108,124,179	1 p.13,73	1 p.22,43
	Book 2	2/1 T68,73, 80,96,117	2 p.30	2 p.2
	Book 3	3/1 T88,144, 238,259,260	3 p.74	3 p.2,22, 23,38
	Pre-Pr. 3	pp3/4,T112, 117,118,122, 132,136,140		pp p.61,63, 64,67,71,80
	Primer	p T102,115,122, 130,136,140, 151,164,170	p p.46,49, 52	
	Book 1	1/1 T66	1 p.13,73,	1 p.43
	Book 2	2/1 T55,62,66	2 p.5,25,	2 p.5
	Book 3	3/1 T58, 259, 60		3 p.2
	Book 1	1/1 T58,112, 198		
	Book 2	2/1 T122,166, 216,237,253		3 p.2,5
	Book 1	1/1 T155,169, 228,257	1 p.68,70	1 p.56
	Book 2	2/1 T50,71, 135	2/1 p.11,66 98	2/1 p.8
	Book 3	3/1 T148,172, 250	3 p.52	3 p.2

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	WW p.173-176 LP p.134-139	WW p.391, 395-7 LP p.299, 346	WW p.122	WW #44 LP #32	Mastery Test, LP
	WW p.60-64	WW p.166-7 p.172-8,188, 199	WW p.47	WW #14	Mastery Test, LP
	LP p.13-16	LP p.48, 50,233	LP p.7	LP #25	Mastery Test, LP
	BGT p.105-110		BGT p.67		Mastery Test, SB
	LP p.55-62	LP p.148-150	LP p.39	LP #16	Mastery Test, LP

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.2 Unit 3 T.M. 70-73 pupil p.83	Storybook 2	Book B p.209 continued Book C p.14	Level II-9 Level II-14	Level 1
Bk.2 Unit 3 T.M. p.74-75 pupil p.86	Storybook 2		Level IV- Cycle 6-4	Level 3/4
Bk.1 Unit 1 T.M. p.60-61 pupil p.28	Storybook 1	Book A pp.61-73	Level II-1 Level II-3	Level 1
Bk.5 Unit 4 T.M. 264-265 pupil p.114	Storybook 5	Book D Lesson Presentation p.171-174 Distar II	Level II-15 Level II-26	Level 1
Bk.1 Unit 2 T.M. 199-202 pupil p.54	Storybook 1		Level II-10 Level II-18	Level 2
Bk.8 Unit 2 T.M. p.72-74 pupil p.71,74+	Storybook 8	Book D Lesson Presentation p.160-164 Distar II	Level I-5 Level IV, Cycle 6-3	Level 2

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
Grade 2- Units 11,23, 29 Grade 3- Unit 11 Grade 4- Units 4-5 Grade 5- Unit 4 Grade 6- Unit 3	Book 3 pp.69-73 Book 3 pp.77-80	Same as V C-1 Magic Cards Pictures for Pegboard Tape 2739	I p.158 II p.84 III p.45	
Grade 2- Units 11,23,29 Grade 3- Unit 11 Grade 4- Units 4-5 Grade 5- Unit 4 Grade 6- Unit 3	Book 3 pp.60-62	Ideal Tapes 2735 Ideal Chart 273-D	I p.155 II p.80 III p.44	
Grade 2- Units 11,23,29 Grade 3- Unit 11 Grade 4- Units 4-5 Grade 5- Unit 4 Grade 6- Unit 3	Book 6 pp.66-72	Same as V C-4	I p.156 II p.81 III p.41	
Grade 2- Units 11,23,29 Grade 3- Unit 11 Grade 4- Units 4-5 Grade 5- Unit 4 Grade 6- Unit 3	Book 4 pp.16-21	Ideal Tape 2735-5 Chart 273-E		
	Book 5 pp.56-60	Same as V C-6	I p.58 II p.22	I p.97

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
pp.15,16,21, 22,		Grade 1, Part 2, pp.16,17,	Init. 8, Final 9,	Book 10
pp.15,16,21, 22,			Init. 8, Final 9,	Book 9
			Game #8,	Book 10
				Book 11
pp.11,12,	p.29,			Book 4

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
	Unit 1 Lesson 3,4.	S.E. Level D pp. 90-122 BRS D 21-25 S.E. Level D pp. 123-150 BRS D 26-30		
	Unit 1 Lesson 3,4.	S.E. Level D pp. 68-89 BRS D 16-20		
	Unit 1 Lesson 3,4.	S.E. Level D pp. 123-150 BRS D 26-30		
	Unit 1 Lesson 4	S.E. Level D pp. 1-22 BRS D 1-16		
		S.E. Level D pp. 123-150 BRS D 26-30		C-0266

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING										
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test	
Skill V C-9 The child recognizes, reads and writes words using the consonant x.		Bk. C p.20	pp. 22-23		C#12	CB.C pp. 39-41		ABC p.118	FS#4 frame 23		
Skill V C-10 The child recognizes, reads and writes words using the consonant y.		Bk. C p.20	pp. 23,24			CB.C pp. 43,45		ABC p.120	FS#4 frame 23		
Skill V C-11 The child recognizes, reads and writes words using the consonant z.		Bk. C p.20	pp. 24-25		C#12	CB.C pp. 46-48		ABC p.122	FS#4 frame 23		
Skill V C-12 The child recognizes, reads and writes words using the soft c sound.		Bk. C p.75	pp. 72-76		C#29	CB.C pp. 97-98	Orange Book pp. 1-23		FS#5 frame 13		
Skill V C-13 The child recognizes, reads and writes words using the soft g sound.		Bk. C pp. 88-89	pp. 80-81	Wb.C p.55	C#31	CB.C pp. 102-105			FS#5 frame 24		

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 3	3/1 T74,94,etc	3 p.41	
	Pre-Pr. 3 Primer Book 1 Book 2 Book 3	pp3/4 T82,87, 92,102,108,etc p T163,188 1/1 T66 2/1 T118 3/1 T55, etc.	pp p.57 p p.82,88 2 p.25 3 p.27	pp p.49, 50,51,55 1 p.2 2 p.5 3 p.1,73
	Primer Book 1 Book 2 Book 3	p 176,218,224 1/1 T 66 2/1 T207,245 3/1 T88	3 p.4,80	2 p.68 3 p.1
	Book 2 Book 3	2/1 T86,88, etc. 3/1 T62,68, etc.	3 p.33	2 P.14,15 3 p.28,71
	Book 2 Book 3	2/1 T 219,234, 245 3/1 T57,73,86, etc.	3 p.74	2 p.70,71 3 p.44

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	LP p.22-26	LP p.70 EG p.51 57,58	LP p.18		Mastery Test, LP
	PP p.31-36	PP p.275 WW p.120, 133,183,309	WW p.54	WW #12	
	WW p.139-145	WW p.333-334	WW p.100		
	EG p.67	EG p.174, 323,350, (371),547	EG p.93		Mastery Test, EG
	EG p.95-99	EG p.234, 238	SB p.10		

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.5 Unit 2 T.M. p.243-244 pupil p.37	Storybook 5	Book C pp.104-108	Level I-15 Level II-14	Level 1
Pre-primer Stage II T.M. p.55 pupil p.55		Book C pp.71-74	Level I-15 Level II-4	Level 1
Bk.8 Unit 2 T.M. p.72-73 pupil p.39+	Storybook 8	Book D Lesson Presentation pp.165-169 Distar II	Level I-15	Level 1
Bk.9 Unit 4 T.M. p.127-128 pupil 120+	Storybook 9		Level I-2 Level II-22	Level 2
Bk.10 Unit 3 T.M. p. 171-3 pupil p.103 +	Storybook 10	Book C pp.41-45	Level I-3 Level II-22	Level 2

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
	Book 2 pp.18-23	Same as V C-6	I P.58 II p.22	I p.101
	Book 2 pp.55-59	Same as V C-6	I p.59 II p.22	I p.102
	Book 2 pp.36-40	Same as V C-6	I p.59 II p.22	I p.103-104
	Book 6 pp.21-28	Ideal Tape 2795-9 Worksheet 2796-9-1	II p.87 III p.51	II p.65 68-69
	Book 2 pp.41-45	Same as V C-12	II p.89 III p.52	II p.67-69

SOURCES OF MATERIALS				
Scott-Foresman Linguistic	Milliken Phonics Sheets	Milliken Read and Do Sheets	SRA Word Games	Palo Alto
pp.10,11,12,	p.29,			Book 4
pp.7,8,9,	p.29,			Book 4
pp.7,8,9,	p.27,			Book 3
	p.28,			Book 16
	p.28,			Book 17

SOURCES OF MATERIALS

nilton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
	Unit 1 lesson 2,3.4,	S.E. Level B pp. 73-86 BRS B 26-30		C-0250
Tape 5 Side 2 Ditto 20	Unit 1 Lesson 2,3,4.	S.E. Level B pp. 1-72 BRS B 1-25		C-0251
	Unit 1 Lesson 1,2,3. 4,	S.E. Level A entire book		C-0252
Tape 4 Side 2 Ditto 15		S.E. Level F pp. 129-192 BRS F 21-30		C-0255
Tape 4 Side 2 Ditto 16		S.E. Level F pp. 129-192 BRS F 21-30		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING								
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill V C-14 The child recognizes, reads and writes words using the ending ing.		Bk. C pp. 33-38	pp. 37-39	Wb.C pp.28, 29.31	C#18, 19	CB.C pp.55, 56,58, 59,60, 61,62, 64			FS#4 frame 33	
Skill V C-15 The child recognizes, reads and writes words using the ending ed.		Bk. C pp. 44-47	pp. 48-52	Wb.C p.35	C#22	CB.C pp. 65-71			FS#4 frames 45-48	
Skill V C-16 When given words made up of graphemes in Levels I-V, the child can blend the sounds indicated by the letters into words.							Orange Book pp. 24-56			Level V Test Wb.C pp. 3,17, 20
Skill V C-17 When words made up of graphemes in Levels I-V are dictated, the child can write the correct spelling for these words.										Level V Test
Skill V C-18 The child recognizes rhyming words made up of the graphemes in Levels I through V.										See Above

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL

Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Primer	p T103,115,122 etc.		
	Book 1	1/1 T55,102,104 104 etc.	1 p.7,67, 107	1 p.8,16,38
	Book 2	2/1 T78,88,92	2 p.10,12, 16,21,etc.	2 p.4,23,58
	Book 3	3/1 T59,64,102	3 p.3,4,80	
	Book 1	1/1 T55,102,104	1 p.7,67, 107	1 p.8,16, 38
	Book 2	2/1 T78,88,92, etc.		2 p.23,58,64
	Book 3	3/1 T102,178, 182, etc.		3 p.4,20,80

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	LP p.27-34	LP p.80,(82) 84-86,100, 103-104	LP p.21		Mastery Test, LP
	WW p.113-116	WW p.275, 291,(292), 383	WW p.119	WW #26, 42	Mastery Test, LP

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.1 Unit 2 T.M. p.198-201 pupil p.49+	Storybook 1		Level IV, Cycle 3-1	Level 1
Bk.4 Unit 4 T.M. p.109 pupil p.112+	Storybook 4		Level IV, Cycle 3-1	Level 1
			Level II	
			Level II	
			Level II	

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
Grade 3- Units 16-19 Grade 5- Units 2,9,22 Grade 6- Units 1,2,20 Grade 7- Unit 29	Book 4 pp.32-35	Chart B Tape 2777 Tape 2775-1	III p.91	I p.238 II p.102, 104-105
Grade 3- Units 16-19 Grade 5- Units 2,9,22 Grade 6- Units 1,2,20 Grade 7- Unit 29	Book 3 pp.22-25	Tape 2775-1 Transparency 2779-1-A	I p.137-138 II p.105-107 III p.90	I p.257 II p.98 103-106

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
pp.59,61,			Game #19,	Book 12
pp.54-58,61,			Game #22,23,	Books 10-11

SOURCES OF MATERIALS				
Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
	Unit 5 Lesson 1,2,3, 4,5. Unit 8 Lesson 1,2,5.	S.E. Level D pp. 1-22 BRS D 1-5		
	Unit 5 Lesson 1,2,3, 4,5. Unit 8 Lesson 1,2,5.	S.E. Level E pp. 1-18 BRS E 1-5		
		S.E. Levels A-F, all; BRS B-F, all.		
			Cards 230-269 After "soft c" is introduced in Level V Cards 270-279 after Level V if the long "u" is introduced Cards 280-400 after Level V	
		S.E. Levels A-F, all. BRS B-F, all.		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
LEVEL VI **Skill VI C-1** The child recognizes, reads and writes words using the y in final position.	Level VI Pre- and Post-Tests	Bk. C p.64	pp. 64-66	Wb.C p.46	C#36	CB.C pp. 83-89, 91	Orange Book pp. 1-23		FS#5 frame 5	
Skill VI C-2 The child recognizes, reads and writes words using the sound pattern ay.		Bk. C p.64	pp. 64-66	Wb.C p.46		CB.C pp. 92-93			FS#5 frame 5	
Skill VI C-3 The child recognizes, reads and writes words using the sound pattern ey.		Bk. C p.64	pp. 64-66			CB.C p.94			FS#5 frame 5	
Skill VI C-4 The student recognizes, reads and writes words using the ending tion.		Bk. C p.97	pp. 87-90	Wb.C p.59	C#33	CB.C pp. 111-115			FS#5 frame 32	
Skill VI C-5 The student recognizes, reads and writes words using the ending sion.		Bk. C p.97	pp. 87-90	Wb.C p.59	C#33	CB.C pp. 111-115			FS#5 frame 32	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3 indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 2	Book 2 p.189, 225,245	Book 2 p.8,39, 73	Book 2 p.50
	Primer Book 1	Primer p.75,82,89, 95,102, etc. Book 1 p.114, 180		
	Book 2 Book 3	Book 2 p.55 Book 3 p.12,18,30, 41,74,95		

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	WW p.92-94, 110-112	WW p.232, 267 LP p.253	LP p.75		
	WW p.88-91	WW p.222, 274,318, 360	WW p.93	WW #38	Mastery Test, EG
	SB p.27-31	SB p.84	SB p.13		
	BTG p.195-202	MTW p.74, 75-76,208, 372	BTG p.110	MTW #4	
		MTW p.208	MTW p.11, 58,120		

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.9 Unit 2 T.M. p.118-120 pupil p.51^{+} Bk.6 Unit 2 T.M. p.301-302, 311-312 pupil p.66	Storybook 9 Storybook 6	Book C pp.134-149	Level I-15 Level II-6 Level II-24	Level 1
Bk.7 Unit 3 T.M. p.379-381 pupil p.85	Storybook 7		Level II-6 Level II-8	Level 1
Bk.10 Unit 3 pupil p.93	Storybook 10		Level II-21 Level II-34	Level 4
Bk.15 Unit 1 T.M. p.30 pupil p.16^{+}	Storybook 15		Level III-1 Level III-11	Level 5
			Level III-1 Level III-11	Level 5

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
Grade 2- Unit 28 Grade 3- Unit 23 Grade 4- Unit 16 Grade 5- Unit 25 Grade 6- Unit 20	Book 3 pp.49-52	Chart 2 2720 Tapes 2727 Cards	I p.154 II p.78 III p.49-50	I p.232 II p.71
Grade 2- Unit 32 Grade 4- Unit 14	Book 4 pp.79-82	Same as VI C-1		
	Book 4 pp.41-47	Same as VI C-1		
		Tapes 2775-1-18 Charts 2778-1-18		
		Same as VI C-4		

SOURCES OF MATERIALS

Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
				Book 16
			Game #15-20,	Book 14
				Book 14
			Game #43,44,	Book 19
			Game #44,	

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
Tape 5 Side 2 Ditto 20		S.E. Level E pp. 19-38 BRS E 6-10		
		S.E. Level E pp. 128-149 BRS E 31-35		
		S.E. Level E pp. 57-77 BRS E 16-20		
		S.E. Level F pp. 66-128 BRS F 11-20		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill VI C-6 The child recognizes, reads and writes words using the sound pattern ar in final position.		Bk. C p.53	p.57	Wb.C p.41		CB.C pp. 75-76			FS#5 frame 54	
Skill VI C-7 The child recognizes, reads and writes words using the sound pattern ir in final position.		Bk. C p.53	p.57			CB.C p.78			FS#5 frame 55	
Skill VI C-8 The child recognises, reads and writes words using the sound pattern or in final position.		Bk. C p.54	p.58	Wb.C p.41		CB.C p.77			FS#5 frame 55	
Skill VI C-9 The child recognizes, reads and writes words using the sound pattern ur (as er).		Bk. C p.54	p.58			CB.C pp. 79-80			FS#5 frame 55	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3 indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL

Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Primer	Primer p.206,213		
	Primer	Primer p.229,234, 239,etc.		
	Book 2	Book 2 p.167,217		
	Book 1 Book 2	Book 1 p.114,124, 174,201 Book 2 p.103,128, 133,138,231		

MACMILLAN READING PROGRAM

re-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	LP p.22, 46	LP p.70, 124	EG p.131		Mastery Test, EG
	EG p.216-220, 235-239	EG p.477	EG p.138		
	EG p.235-239 226-229	EG p.522	EG p.131		Mastery Test, EG
	EG p.100-104	EG p.250-251	EG p.138		Mastery Test, SB

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.6 Unit 3 (car) T.M. p.311-312 pupil p.86	Storybook 6		Level II-7 Level III-24	Level 2
			Level II-28	Level 2
			Level II-25	Level 2
Bk.9 Unit 2 T.M. p.118-120 pupil 42$^+$	Storybook 9		Level II-28	Level 2

SOURCES OF MATERIALS				
Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
	Book 5 pp.94-100	Tape 2805-7 Worksheet 2806-7-1 Ideal Spelling Generalizations		
		Same as VI C-6		
		Same as VI C-6		
		Same as VI C-6		

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
				Book 16
				Book 13
				Book 13
			Game #35,	Book 9

SOURCES OF MATERIALS				
Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd. Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
		S.E. Level E pp. 19-38 BRS E 6-10		
		S.E. Level F pp. 2-16 BRS F 1-10		
		S.E. Level E pp. 19-38 BRS E 6-10		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill VI C-10 The child recognizes, reads and writes words using the sound pattern dg, dge.		Bk. C p.89	pp. 82-83	Wb.C pp. 55-56	C#31	CB.C pp. 107-109			FS#5 frame 25	
Skill VI C-11 The child recognizes, reads and writes words using the sound pattern oo (as in moon).		Bk. C p.102	pp. 92-93	Wb.C p.65		CB.C pp. 122-127			FS#5 frames 38-50	
Skill VI C-12 The child recognizes, reads and writes words using the sound pattern oo (as in book).		Bk. C p.101	pp. 95-96	Wb.C p.64		CB.C pp. 116, 118, 119, 120			FS#5 frame 37	
Skill VI C-13 The child recognizes, reads and writes words using the sound pattern ow (as in snow).		Bk. C p.115	pp. 100-102	Wb.C p.72	C#37-38	CB.C pp. 128-130			FS#5 frame 51	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3 indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL

Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 1 Book 2	Book 1 p.85,101, 165,180,207 Book 2 p.48,58,84 101,etc.		
	Book 1 Book 2	Book 1 p.102,114,180 Book 2 p.97,99,186, 196,237		
	Book 1 Book 2	Book 1 p.86,90,101, 165,207 Book 2 p.78,142,144, 177,191,265		

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	MTW p.125-129	MTW p.241, 247			
	WW p.9-14	WW p.300, 326 LP p.49	LP p.62		
	WW p.23-26	WW p.74 LP p.190, (191),192, 194	LP p.62		
	LP p.100-103	EG p.190, 197,209,210	EG p.111		

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.16 Unit 1 pupil p.5+ Bk.18 Unit 2 pupil p.66	Storybook 16		Level II-35 Level III-9	Level 4
Bk.16 Unit 2 T.M. p.89,92, 80 pupil p.58+	Storybook 16	Book C pp.118-121	Level II-5 Level II-32	Level 1
Bk.14 Unit 3 T.M. p.376-78 pupil p.81+	Storybook 14		Level II-5 Level II-7	Level 1
Bk.11 Unit 2 T.M. p.221-2 pupil p. 47+ Bk.11 Unit 3 T.M. p.224-6 pupil p.87+	Storybook 11 Storybook 11		Level II-2 Level III-2	Level 1-4

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
	Book 6 pp.34-39			
Grade 2- Unit 20 Grade 3- Unit 15 Grade 4- Unit 14 Grade 5- Unit 5 Grade 6- Unit 14	Book 6 pp.131-136	Tape 2795-4 Worksheet 2795-4-2	II p.122-123 III p.61-62	
Grade 2- Unit 20 Grade 3- Unit 15 Grade 4- Unit 14 Grade 5- Unit 5 Grade 6- Unit 14		Tape 2795-4 Worksheet 2795-4-2	II p.124-125 III p.63-64	
Grade 2- Units 11,23, 29 Grade 3- Unit 11 Grade 4- Units 4-5 Grade 5- Unit 4 Grade 6- Unit 3	Book 6 pp.137-143	Tape 2795-5 Worksheet 2805	II p.133 III p.71	

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
				Some in Book 17
			Game #37,	Book 9
			Game #37,	Book 9
			Game #17,36, 37	Book 17

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SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
		S.E. Level F pp. 1-65 BRS F 1-10		
		S.E. Level F pp. 129-192 BRS F 21-30		
		S.E. Level E pp. 57-77 BRS E 16-20		
		S.E. Level F pp. 69-128 BRS F 11-20		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill VI C-14 The child recognizes, reads and writes words using the sound pattern ou (as in thou).		Bk. C p.119	pp. 106-107	Wb.C p.83	C#37-38	CB.C pp. 134-136			FS#5 frame 53	
Skill VI C-15 & 16 The child recognizes, reads and writes words using the sound patterns oi and ov.		Bk. C p.130	pp. 115-117	Wb.C pp. 93-94		CB.C pp. 139-144			FS#5 frame 59	
Skill VI C-17 The child recognizes, and understands use of possessives (where s is added).		Bk. C p.63	p.63				Orange Book p.31			
Skill VI C-18 When given words made up of graphemes in Levels I-VI, the child is able to blend the sounds indicated into words.							Orange Book pp. 24-56			Level VI Test Lipp. Achiev. Test, Bk.C

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3 indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 3)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 1 Book 2	Book 1 p.118,124, 180,207,246 Book 2 p.49,53,66, 97,99, etc.		
	Book 2 Book 2	Book 2 p.193,219 Book 2 p.193,219		
	Book 2	Book 2 p.240,248		Book 2 p.24

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	EG pp.159-164	EG p.360	EG p.70		
	SB p.162-165 LP p.140-146	LP p.303 SB p.349	SB p.87 SB p.87		Mastery Test, SB
	WW p.23-26	WW p.81,84	WW p.15	WW #5	

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SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.15 Unit 1 T.M. p.29-31 pupil p. 2^+	Storybook 15		Level II-3 Level II-8	Level 1
Bk.17 Unit 3 T.M. p.129 pupil p.91 Bk.12 Unit 1 T.M. p.266-8 pupil p.30^+	Storybook 17 Storybook 12		Level II-19 Level II-5 Level II-6 Level II-8	Level 1
			Level IV, Cycle 19	Level 1
			Level II	

SOURCES OF MATERIALS				
			Modern Curriculum Press	
Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Phonics is Fun	Phonics Workbook
Grade 2- Units 21-22 Grade 3- Units 15 Grade 4- Units 13 Grade 5- Unit 5 Grade 6- Unit 13	Book 6 pp.80-88	Same as VI C-13		
Grade 2- Unit 32 Grade 4- Unit 14 Grade 5- Unit 5	Book 6 pp.144-151 Book 6 pp.152-159	Tape 2795-5 Worksheet 2706-6-1	II p.135-136 III p.73	II p.151-154

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SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
			Game #37,	Book 18
			Game #38,	Book 15
pp.53,60,				Books 7-8

SOURCES OF MATERIALS				
Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
		S.E. Level E pp. 203-250 BRS E 41-45		
		S.E. Level E pp. 78-100 BRS E 21-25 S.E. Level E pp. 101-127 BRS E 26-30		
		S.E. Level E pp. 101-127 BRS E 26-30		
		S.E. Levels A-F, all; BRS B-F, all.		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill VI C-19 When words made up of graphemes in Levels I-VI are dictated, the child is able to write the correct spelling for these words.										Wb.C pp.54, 61,67, 86,90
LEVEL VII Skill VII D-1 The student recognizes, reads and writes words using the sound patterns u-e, ue.	Level VII Pre and Post-Test	Bk. D pp. 1-5	pp. 1-3	Wb.D p.4	D#1				FS#6 frame 5	
Skill VII D-2 The student recognizes, reads and writes words using the sound pattern ui.		Bk. D p.1	pp. 1-3	Wb.D p.4	D#1				FS#6 frame 6	
Skill VII D-3 The student recognizes, reads and writes words using the sound pattern ew.		Bk. D pp. 8-13	pp. 10-12	Wb.D pp.11, 16					FS#6 frame 12	

UNDERLINED: Page where skill introduced

(NOTE; Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 1 Book 2	Book 1 p.246,251, 257,262 Book 2 p.158,164, 169,173,etc.	Book 1 p.119 Book 2 p.88	Book 1 p.75,77 Book 2 p.59,78
	Book 3	Book 3 p.258 (Taught in sight voc. only)		
	Book 1 Book 2 Book 3	Book 1 p.61,71 90,174 Book 2 p.98,103 Book 3 p.122,145	Book 1 p.11 Book 2 p.106	Book 1 p.10,28, 54

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	SB p.121-127	SB p.267, 274,275			
	LP p.154-158	LP p.333			Mastery Test, SB

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
			Level II	
Bk.11 Unit 1 T.M. p.218-19 pupil p.3$^+$ Bk.12 Unit 3 T.M. 273-5 pupil p.90$^+$	Storybook 11	Book D Lesson Presentation pp.170-174 Distar II	Level II-20 Level II-26 Level IV, Cycle 9-4	Level 1/2
Bk.20 Unit 2 T.M. p.260 pupil 93$^+$	Storybook 20		Level II-21 Level II-25	
Bk.14 Unit 1 T.M. p.367-9 pupil p.10$^+$	Storybook 14		Level II-20 Level III-9	Level 2

SOURCES OF MATERIALS				
			Modern Curriculum Press	
Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Phonics is Fun	Phonics Workbook
	Book 5 pp.27-30	Giant cards Magic cards Tape 2745-9 Chart 2741	II p.57	I p.197
		Same as VII D-1		
		Giant Cards Magic Cards	II p.137-138	II p.155-156

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
				Book 18
				Book 18
			Game #37,	Book 18

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
		S.E. Level E pp. 150-202 BRS E 36-40		C-0212 C-0224
		S.E. Level F pp. 66-128 BRS F 11-20		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill VII D-4 The student recognizes, reads and writes words using the sound pattern eau.		Bk. D pp. 8-16	pp. 10-12	Wb.D p.16					FS#6 Frames 13-16	
Skill VII D-5 & 6 The student recognizes, reads and writes words using the sound patterns aw̃ and au.		Bk. D pp. 14-16	pp. 17-19	Wb.D pp. 21-22	D#7				FS#6 frame 17	
Skill VII D-7 The student recognizes, reads and writes words using the sound pattern ph (f)		Bk. D pp. 18-25	pp. 24-25	Wb.D pp.29, 34	D#9				FS#6 frames 23-30	
Skill VII D-8 The student recognizes, reads and writes words using the sound pattern ch (k).		Bk. D pp. 18-25	pp. 25-26	Wb.D pp.29, 34					FS#6 frame 25	
Skill VII D-9 The student recognizes, reads and writes words using the sound pattern ch (sh).		Bk. D pp. 18-25	pp. 25-28	Wb.D pp. 28-30	D#9 10					

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 2 Book 3	Book 2 p.219 Book 3 p.122,145	Book 2 p.106	Book 2 p.65
	Book 3/2	Book 3/2 p.20		
	Book 2	Book 2 p.205		

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	EG p.138-143 SB p.69-71	EG p.321, 323 SB p.164	MTW p.30 MTW p.30		Mastery Test, SB "

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.11 Unit 1 T.M. p.218-219 pupil p.1 Bk.12 Unit 2 T.M. p.270-271 pupil p.50+ Bk.19 Unit 1 T.M. p.187 pupil p.30	Storybook 11 Storybook 12 Storybook 19		Level II-12 Level II-19 Level II-24 Level II-33	Level 2 Level 2
Bk.15 Unit 3 T.M. p.43 pupil p.72	Storybook 15		Level II-34 Level II-34	
Bk.15 Unit 4 T.M. p.59 pupil p.134+	Storybook 15		Level II-9 Level II-11	
			Level II-9	

SOURCES OF MATERIALS				
Kottmeyer Spelling	Merrill Linguistic Program	ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
		Same as VII D-3		
		Tape 2795-4 Worksheet 2796-4-2	II p.128-129 III p.66	II p.143-149
		Tape 2799-9		
		Chart 273-E Worksheet 2736-5-2 Tape 2735-5		
		Same as VII D-8		

	SOURCES OF MATERIALS				
	Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
		Phonics Sheets	Read and Do Sheets		
				Game #18-38,	Book 18
					Book 20
					Book 10

SOURCES OF MATERIALS				
Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
		S.E. Level E pp. 101-127 BRS E 26-30		
		S.E. Level F pp.129-192 BRS F 21-30		
		S.E. Level F pp. 129-192 BRS F 21-30		
		S.E. Level F pp. 129-192 BRS F 21-30		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill VII D-10 The student recognizes, reads and writes words using the sound pattern wr.		Bk. D pp. 26-33	pp. 33-34		D#14				FS#6 frame 31	
Skill VII D-11 The student recognizes, reads and writes words using the sound pattern kn.		Bk. D pp. 14-17	pp. 34-35		D#14				FS#6 frames 32-41	
Skill VII D-12 The student recognizes, reads and writes words using silent b.		Bk. D pp. 36-46	pp. 41-42	Wb.D p.42	D#16				FS#6 frames 42-53	
Skill VII D-13 The student recognizes, reads and writes words using silent l.		Bk. D pp. 36-48	pp. 42-43	Wb.D p.42	D#16				FS#6 frames 42-53	
Skill VII D-14 The student recognizes, reads and writes words using silent g, h & gh.		Bk. D pp. 48-60	pp. 49-51	Wb.D pp. 46-47			Orange Book pp. 57-88		FS#7 frame 5	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 2	Book 2 p.95		
	Book 1 Book 2 Book 3	Book 1 p.251,257 Book 2 p.121 Book 3 p.90,99, 259,260,280		Book 3 p.24

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	LP p.38-41	LP p.107 SB p.347	SB p.120	LP #11	Mastery Test, SB
	WW p.27-32	WW p.94	SB p.120		
	SB p.21-24	SB p.479			Mastery Test, SB
		BTG p.50			
	SB p.48-50	WW p.240 SB p.120	SB p.120		Mastery Test, SB

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.16 Unit 2 T.M. p.81 pupil p.54	Storybook 16		Level II-31 Level III-6	Level 4
Bk.15 Unit 4 T.M. p.51 pupil p.97	Storybook 15		Level II-30 Level III-4	Level 4
			Level IV, Cycle 2-3	Level 4
Bk.16 Unit 2 pupil p.46	Storybook 16		Level II-22 (Supp. II p.28)	Level 4
Bk.12 Unit 1 T.M. p.226-8 pupil p.3 Bk.16 Unit 2 pupil p.49+	Storybook 12 Storybook 16		Level II-32 Level III-3	Level 4

SOURCES OF MATERIALS					
Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press		
			Phonics is Fun	Phonics Workbook	
	Book 6 pp.60-65	Same as VII D-8	II p.143-144	II p.169-171	
	Book 6 pp.73-79	Tape 2795, 2805-6 Spelling Generalizations Tape 2805	II p.141-142	II p.168, 171	
		Same as VII D-11			
	Book 6 pp.137-143	Same as VII D-11			
	Book 6 pp.60-65	Transparency 2799-9 Worksheet 2794-21			

	SOURCES OF MATERIALS				
	Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
		Phonics Sheets	Read and Do Sheets		
					Book 20
					Book 20
					Book 20
					Book 20
					Book 20

SOURCES OF MATERIALS				
Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
		S.E. Level F pp. 193-250 BRS F 31-40		
		S.E. Level F pp. 193-250 BRS F 31-40		
		S.E. Level F pp. 193-250 BRS F 31-40		
		S.E. Level F pp. 193-250 BRS F 31-40		
		S.E. Level F pp. 193-250 BRS F 31-40		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text.	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill VII D-15 The student recognizes, reads and writes words using the sound pattern gh as f.		Bk. D p.48	p.52						FS#7 frame 6	
Skill VII D-16 When given words made up of graphemes covered in Levels I-VII, the child is able to blend the sounds indicated into words.							Orange Book pp. 123-155			Bk.D T.E. p.4 Wb.D pp. 1-4
Skill VII D-17 When words made up of graphemes In Levels I-VII are dictated, the child is able to write the correct spelling for these words.										Level VII Test Ditto Master Bk. D No. 5
LEVEL VIII Skill VIII D-1 The child recognizes reads and writes words using the short e sound of ea.	Level VIII Pre and Post-Test	Bk. D pp. 62-70	pp. 58-60	Wb.D pp. 58-60	D#14				FS#7 frames 18-19	

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 2/2	2/2 T4,15,34,37,49,74		

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	SB p.53	SB p.173, 223,229-230, 295	SB p.53		

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.17 Unit 3 T.M. pupil p.129	Storybook 17		Level II-32 Level III-3	
			Level II	
			Level II	
Bk.18 Unit 1 pupil p.32+	Storybook 18		Level II-11 Level II-27	Level 2

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
	Book 6 pp.160-166	Transparency 2799-9 Tape 2777		
	Book 6 pp.99-105	Giant Cards Transparency 2799-4 Spelling Generalizations 2804		

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
				Book 19

SOURCES OF MATERIALS				
Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
		S.E. Level F pp. 129-192 BRS F 21-30		
		Level VII Test		
		S.E. Level F pp. 68-128 BRS F 11-20		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING										
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Ccde Book	Supp. Book	Start Write	Film Strip	Post Test	
Skill VIII D-2 The child recognizes, reads and writes words using the long a sound of ea.		Bk. D p.62	pp. 58-60		D#14, 24		Orange Book pp. 57-122		FS#7 frames 20-27		
Skill VIII D-3 The child recognizes, reads and writes words using the long e sound of ie.		Bk. D pp. 72-77	pp. 67-69		D#28		Orange Book pp. 57-122		FS#7 frames 28-29		
Skill VIII D-4 The child recognizes, reads and writes words using the long e sound of ei.		Bk. D pp. 72-77	pp. 67-70	Wb.D pp. 68-69					FS#7 frames 30-34		
Skill VIII D-5 The child recognizes, reads and writes words using the long a sound of ei, eigh.		Bk. D pp. 78-86	pp. 74-77	Wb.D p.70					FS#7 frames 35-36		
Skill VIII D-6 The child recognizes, reads and writes words using the long a sound of ey.		Bk. D pp. 78-86	pp. 74-77	Wb.D p.70					FS#7 frames 37-45		

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 3/1	3/1 T245		3 p.66
	Book 3/1 Book 3/2	3/1 T94,261 3/2 T45,86		
	Book 2/2	2/2 T29		
	Book 2/2	2/2 T20,26, 48,49,51,61		

MACMILLAN READING PROGRAM					
Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
		SB p.225, 229,295, 298			Mastery Test, SB
	SB p.174-176	SB p.373			Mastery Test, SB
	SB p.103-108	SB p.233			
	LP pp.182-187	LP p.371	BTG p.98		

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.20 Unit 1 T.M. p.266 pupil p.11	Storybook 20		Level II-11 Level IV, Cycle 20-3	
Bk.20 Unit 1 T.M. p.249 pupil p.9+	Storybook 20		Level II-26 Level III-8	Level 4
Bk.19 Unit 1 T.M. p.187 pupil p.6+	Storybook 19		Level II-26 Level III-8	Level 4
			Level II-26 Level II-3[illegible] Level III-8	
			Level II-21 Level II-34	

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
Grade 2- Units 15-16 Grade 3- Units 8-13 Grade 2- Unit 2 Grade 5- Unit 2 Grade 6- Units 1-2		Tapes 2815 See VIII D-1		
	Book 6. pp.137-143	Tapes 2815 See VIII D-1		
Grade 2- Units 15-16 Grade 3- Units 8-13 Grade 2- Unit 2 Grade 5- Unit 2 Grade 6- Units 1-2		Spelling Generalizations 2804 Worksheet 9		
	Book 6 pp.60-65	Tapes 2815-7-2 2745-2 Worksheet 7		
	Book 4 pp.41-47	See above Worksheet Tapes 2815 See VIII D-1		

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
				Book 19
				Book 20
				Book 20
				Book 14

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Lang. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
		S.E. Level E pp 39-56 BRS E 11-15		
		S.E. Level F pp. 66-128; pp. 193-250 BRS F 11-20 F 31-40		
		S.E. Level F pp. 66-128 BRS F 11-20		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill VIII D-7 The child recognizes, reads and writes words using the sound pattern of ough.		Bk. D pp. 100-101	pp. 79-84		D#33				FS#7 frames 46-61	
Skill VIII D-8 When given words made up of graphemes in Levels I-VIII, the child can blend the sounds indicated into letters.										Level VIII Test Lipp. Achiev. Test, Bk. D
Skill VIII D-9 When words made up of graphemes in Levels I-VIII are dictated, the child is able to write the correct spelling for these words.										Bk. D T.E. pp. 68,73.
LEVEL IX Skill IX E-1 The student recognizes, reads and writes words using the silent t.	Level IX Pre and Post-Test p.13 T.E. Bk. E	Bk. E pp. 246-247	p.126	Bk. E p.90	E#36					

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL

Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 3/1	3/1 T22,230, 240,245		

MACMILLAN READING PROGRAM

Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
	SB p.20-22	SB p.66,90, 121-122,127, 434			Mastery Test, SB
	SB p.20-22	SB p.58	SB p.120		

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Readi Progress La
Bk.17 Unit 3 pupil p.129$^+$ Bk.19 Unit 1 pupil p. 13$^+$	Storybook 17 Storybook 19		Level III-3	
			Level III	
			Level III	
Bk.15 Unit 4 pupil p.95	Storybook 15		Level IV, Adv. 1-3	Level 4

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
	Book 6 pp.167-177			
		Tapes 2805 2777		

SOURCES OF MATERIALS

Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		
				Book 19

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts	
		S.E. Level F pp. 193-250 BRS F 31-40			
		Level VIII Test			

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING										
	Pre-Test	Stud. Text	Teach Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test	
Skill IX E-2, 3 & 4 The student recognizes, reads and writes words using the silent ui, uy, ue.		Bk. E pp. 246-264	pp. 127-132		E#36						
Skill IX E-5 The student recognizes, reads and writes words using the sound pattern mn.		Bk. E pp. 246-247	p. 127	Bk. E p.90	E#36						
Skill IX E-6 The student recognizes, reads and writes words using the sound pattern ile.		Bk. E pp. 246-247	p. 127	Bk. E p.90							
Skill IX E-7 & 8 The student recognizes, reads and writes words using the silent ai and ion.		Bk. E pp. 246-247	p. 127	Bk. E p.90							

UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook
	Book 2/1	2/1 T106,108 135,etc.	2 p.33	2 p.22,64
	Book 2/2	2/2 T48,54		
	Book 3/1	3/1 T69,84, 102,etc.	3 p.64	3 p.2,21, 57,74

MACMILLAN READING PROGRAM					
Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test
		BTG p.64, 119			
		BTG p.119			
	MTW p.11, 120 SB p.79-84	MTW p.74, 75-76, 372-373 SB p.192		MTW #4	

SOURCES OF MATERIALS

Sullivan Program	Sullivan	Distar I	Total Reading	Audio Reading Progress Lab.
Bk.12 Unit 1 T.M. p.260 pupil p.12^{+} Bk.11 Unit 1 T.M. p.218 pupil p.24	Storybook 12 Storybook 11		Level IV, Cycle 19-4 Level IV, Cycle 8-4	
Bk.18 Unit 2 T.M. p.30 pupil p.65	Storybook 18		Level IV, Cycle 18-4	

SOURCES OF MATERIALS

Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press	
			Phonics is Fun	Phonics Workbook
	Book 5 pp.19-23			
	Book 5 pp.45-56 Book 6 pp.144-151			

	SOURCES OF MATERIALS				
	Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
		Phonics Sheets	Read and Do Sheets		
					Book 18
					Book 14 Book 19

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
		S.E. Level F pp. 67-128 BRS F 11-20 S.E. Level F pp. 66-128 BRS F 11-20 S.E. Level F pp. 67-128 BRS F 11-20		
		S.E. Level F pp. 193-250 BRS F 31-40		
		S.E. Level F pp. 57-77 BRS E 16-20		

PHONETIC ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING										
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test	
Skill IX E-9 When given words made up of graphemes in Levels I-IX, the child is able to blend the sounds into words.										Level IX Test Lipp. Achiev. Test, Bk. E	
Skill IX E-10 When words made up of graphemes in Levels I-IX are dictated, the child is able to write the correct spelling for these words.										See Above	

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UNDERLINED: Page where skill introduced

(NOTE: Book 1,2,3, indicates First, Second or Third Reader - 2/2 or 3/2 means Book 2 or 3, Strand 2)

HARPER-ROW SERIES - BASAL				
Pre-Test	Student Copy	Teacher's Edition	Workbook	Phonics Workbook

MACMILLAN READING PROGRAM					
Pre-Test	Student Text	Teacher's Edition	Workbook	Ditto Masters	Post-Test

SOURCES OF MATERIALS				
Sullivan Program	Sullivan	Distar I	Total Reading	Audio Readin Progress Lab
			Level IV	
			Level IV	

SOURCES OF MATERIALS					
Kottmeyer Spelling	Merrill Linguistic Program	Ideal Program	Modern Curriculum Press		
			Phonics is Fun	Phonics Workbook	

SOURCES OF MATERIALS				
Scott-Foresman Linguistic Blocks	Milliken		SRA Word Games	Palo Alto
	Phonics Sheets	Read and Do Sheets		

SOURCES OF MATERIALS

Milton Bradley Tapes	Imperial Tapes	SRA Satellite Kit	Lang. Master Ling. Wd.Prog. Sets I & II	Wallensak Teaching Tapes Lang. Arts
		Level IX Test		

STRUCTURAL ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
LEVEL I Skill IA-SA-1 Read words when s is added to the root word.	Level I Pre- and Post Tests	Bk. A p.10	pp. 28-30		A#14	CB.A p.26	Red Book pp.10, 11,12, 13,15, 17,21, 25,30	ABC p.18		
Skill IA-SA-2 Recognizes the singular form of word which matches the number of objects in a picture.										
Skill IA-SA-3 Identifies the plural form when an s is added to the root word to form the plural.										Level I Post-Test
LEVEL II Further refinement of all structural analysis skills taught in Level I.										
LEVEL III Skill IIIB-SA-1 Suffix er added to root word.		Bk. B p.5	pp. 4-6	Wb. B pp.4,5	B#3	CB.B p.24	Blue Book p.9	ABC pp. 49-50	FS#2 frame 9	

STRUCTURAL ANALYSIS SKILLS

HARPER ROW READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
	JM 37-39 OI 16-17 CDCW 21-26, 32 ATC 33-36 RMB 71-76 ATY 211-218 FFP 70-78	JM 117,120 OI 155 CDCW 83,92 JF 165 ATC 89-90 RMB 119,159 ATY 250,189 FFP 108	ATY 57 ATY 56,62		
			Ph.Wkbk. AC 54		
	RMB 71-76 RMB 121-124	ATY 189 FFP 112	Ph.Wkbk. AC 75 RMB 119,157		
	RMB 32-36 ATY 184-192 FFP 27-33	RMB 86,141,246 ATY 78,113,169 FFP 72,131,206	Reg.Wkbk. RMB 41 Ph.Wkbk. RMB 17 Ph.Wkbk. 28 32 FFP Reg.Wkbk. 20		

JM - Janet Mant, OI - Outdoors In, CDCW - City Days City Ways, JF - Just for Fun, ATC - Around the Corner, RMB - Real Make Believe, ATV - All Through the Year, FFP - From Far Away Places.

STRUCTURAL ANALYSIS SKILLS

MACMILLAN READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
	51-55 13-16 79-84	W.W. 141,155,157 L.P. 46,140,352 S.B. 197,199, B.T.G. None M.T.W. None	p.23	#5 #11	T.M.141
	51-55	W.W. 155,157 S.B. None B.T.G. None M.T.W. None	p.34	#34	
	51-55 13-16	W.W. 155-7 173,229 L.P. 46,140, 352-3 E.G. 440	p.34	#1,38	
Ditto #4 & 5=T.M. 67 & 82	33-7,38-40,	W.W. 89-90 L.P. 106,107 E.G. 82,102,76, 144,240 S.B. 55,110,71, 81,84 B.T.G. 163,164, M.T.W. 321		#6 #4	Ditto #6 = T.M.98 Ditto #4 =T.M.67 Ditto #5 =T.M.82

W.W. - World's of Wonder, E.G. - Enchanted Gates, B.T.G. - Better than Gold
L.P. - Lands of Pleasure, S.B. - Shining Bridges, M.T.W. - More than Words

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

Sullivan Program	Sullivan Dittos		Merrill Linguistic Program	Ideal Program
Bk. 1 Unit 2 pupil pp.45-71 T.M. pp.194-198	Bk. 2, pp.14-15 Bk. 3, pp.125-127		Bk.IV,5-10 Bk.1,66-70 Wbk.1,39,40, 42,46, Bk.II,5-17, 36-77, Wbk.II,13,17 Bk.III,5-73 Wbk.III,6-73	
Primer Readiness Test pupil p.36 T.M. pp.40-108	Bk. 1, pp.1,2,5,6,8, 11 Bk. 2, pp.13,17 Bk. 3, pp.128-130 Bk. 10, pp.24		Bk.1 Wbk.10-46 Bk.II Wbk.10,13,17, 32,36,46 Bk.III Wbk.6,8,17,19, 20	T.2775-6 W.2776-6-1 Trns. 2779-6 K
Bk. 1 Unit 1 pupil pp.27-34 T.M. pp.145-147	Bk. 5, p.41		Bk.I,66-77 Wbk.39,40-42, 44-47 Bk.II,5-77 Wbk.II,2,13,17, 46 Bk.III,5-73 Wbk.6,8,17,24, 44	T.2805-1 W.2806-6-1 T.2825-3-1 W.2826-3-1 Trns. 2809-1 W.2804-1 Trns. 2829-3 A
Bk. 5 Unit 3 pupil pp.73-107 T.M. pp.253-254 pupil pp.109-14 T.M. pp.257-262 Bk. 5 Unit 4 pupil pp.39-42 (Bk.16) T.M. p.268,275			Bk.IV, 65,101 Bk.V, 90 Wbk. V, 63 Bk.VI, 66,73, 99 Wbk. 40	

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

Phonics is Fun		Milliken	SRA Word Games	Palo Alto
Workbook	Teacher Edition			
Bk. II pp. 100,103 Bk. III p. 89,	Lsn. 78 pp. 147,148 Lsn. 57 pp. 119,123	Rd. & Thk. Gr.2-1, Sh.14		Books 7,8
Bk. I p. 135 Bk. II pp. 100,103 Bk. III p. 89	Lsn. 92 pp. 169,170 Lsn. 78,79 pp. 147-150 Lsn. 57 pp. 171-174	Learn Phonics Gr.2-2, Sh.13 Rd. & Thk. Gr.2-1, Sh.14		Books 7,8
				Book 15

STRUCTURAL ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill IIIB-SA-2 Recognizes ed as a suffix when added to root word ed as in wanted; d as in moved; t as in linked.		Bk. B p.5	pp. 4-6	Wb. B p.5	B#3	CB.B p.28		ABC pp. 52,54 56	FS#2 frame 10	Level III Test
LEVEL IV Skill IVB-SA-1 Divides words into syllables by applying the following principle: When the first vowel is followed by two consonants, the word is usually divided between the two consonants.		Bk. B p.26								
Skill IVB-SA-2 Divide words into syllables by applying the following principle: "le" takes one consonant for the last syllable. (cas tle)		Bk. B pp. 34,35	pp. 30,31		B#8	CB.B pp. 54-55		ABC p.72	FS#2 frame 38	

STRUCTURAL ANALYSIS SKILLS

HARPER ROW READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
	ATY 184-192 FFP 14-18, 42-52	JF - 160-161 ATY 92,207 FFP 61,75-76 87-88	Ph.Wkbk. ATY 62,28 Reg.Wkbk. 4,6,20		
	ATY 14-16,112-119 FFP 37-41,42-52	RMB 223,218,229, 234-35 ATY 58,68,73, 84,92,105 FFP 55,81,86,93	Reg.Wkbk. 86 Reg. Wkbk. FFP 7,9,11, 13		
		FFP 168,171	Reg.Wkbk. 3,50		

STRUCTURAL ANALYSIS SKILLS

MACMILLAN READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
Ditto #4	43,83,163,167 Ditto #24	W.W. 275,291 L.P. 49,55,56 E.G. 61,63,67 S.B. 66,110,178 B.T.G. 49	119 9 20,43	#26,29 #4 #24=T.M. 297	Ditto #4 Ditto #24
	61-66,235-9	E.G. 169,523 S.B. 162,340 B.T.G. 250-2, 334,476,478	61,84,131 9,40	#29	Ditto #29
	63-7	B.T.G. 161,204, 469,470 M.T.W. 112,201	40,137		

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STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

Sullivan Program	Sullivan Dittos		Merrill Linguistic Program	Ideal Program
Bk. 4 Unit 2 pupil pp.66-71, 109-113 T.M. pp.189-191 209			Bk.III, 41,44, 54,62, Wbk.III, 42-43 58-59 Bk.IV, 17 Bk. V, 90-93	

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

Phonics is Fun				
Workbook	Teacher Edition	Milliken	SRA Word Games	Palo Alto
Bk. I pp.136-138	Lsn. 93,94,95 pp.171-174			Books 10-11
				✓

STRUCTURAL ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill IVB-SA-3 Reads new words by adding the prefix "re"										
Skill IVB-SA-4 Divides words into syllables by applying the following principle: Divide words between the root word and the suffix										Level IV Test
LEVEL V **Skill VC-SA-1** Reads compound words.	Level V Pre & Post-Test	BK. C p.32	p.34		C#17					
Skill VC-SA-2 Read words with er, ed, ing endings added to VCC word.		BK. C pp.36, 46,47, 52	pp.37, 48,57	Wb. C pp.29, 34,38	C#18 19,20 22	CB.C pp.65 72,55	Orange Book pp.1-23	ABC p.52, 54, 56	FS#4 frames 34, 36-44 45,54	
Skill VC-SA-3 Read words when er, ed, ing endings added to VVC word.		Bk. C pp.34, 52	pp.37, 38,44, 45	Wb. C pp.18-20,22, 25			Orange Book pp.1-23		FS#4 frames 35, 53-54	

HARPER ROW READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
		ATY 245 FFP 114,192 201,217,267	Ph.Wkbk. FFP 60		
	ATV 73-79 133-137	ATV 50,54 108,122,173			
	CDCW 30-32 ATC 2-10,122 RMB 117-120 ***	CDCW 67,93,109 JF 185 ATC 42,52,96,122 RMB 51,109, 130,154,180	Reg. Wkbk. RMB 65 Ph.Wkbk. RMB 21,48		
	CDCW 19-26 AC 41-44	CDCW 67-82 AC 103,115 RMB 195 ATY 78,88,92 FFP 61,75-76	Ph.Wkbk. FFP 14,15, 26		
	CDCW 19-26 AC 41-44	CDCW 67-82 AC 103,115 RMB 195 ATY 78,88,92 FFP 61,75-76	Ph.Wkbk. FFP 14,15, 26		
	*** N.B. CONTINUATION OF VC-SA-1 AS FOLLOWS:				
	ATY 24-26, 33-35,49-52 FFP 3-8 9-13,37-41	ATY 48,76,87 101 FFP 52-57 59,83,105,115	Reg.Wkbk. ATY 22,28,34 Ph.Wkbk. ATY 29,40 Ph.Wkbk. FFP 59,65 Reg.Wkbk. FFP 63,77, 116		

STRUCTURAL ANALYSIS SKILLS

MACMILLAN READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
			M.T.W. 67		
	29-34	B.T.G. 145,154, 161 M.T.W. 49,77, 137	37,58,140 21,74		
TM.144,142	210-214 109-125 63-67 41,43,101-105	L.P. 426 E.G. 76,82,117, 137 S.B. 88,105,142 B.T.G. 162 M.T.W. 93,197-8, 247,436	31 54,123	#4 #18	Ditto #4 TM.142 & 144
Ditto #4 T.M. p.98	53-55 23-26 30-34 137-145	L.P.55,56,80, 103,104 E.G. 98,101,140, 144, S.B. 66,88,146, 164 B.T.G. 49,87 M.T.W. 262,321	9,21, 2,8,11,76	#10,7, #4	Ditto #4 T.M.98
Ditto #4 Ditto #24	23-26 137-145	L.P. 56,80,103, 104 E.G. 61,63,67, 280,282 S.B. 146 M.T.W. 260-262, 321	9,21	#4,7,10 #24 #4	Ditto #4 Ditto # 24

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

Sullivan Program	Sullivan Dittos		Merrill Linguistic Program	Ideal Program
Bk. 2 Unit 1 pupil pp.13-32 T.M. p.405(Bk.7) p.80(Bk.8) p.125(Bk.9) p.324(Bk.13)	Bk.7, p.60 Bk.13, p.60		Bk.II, 24,30 Wbk. 16, Bk. III, 74-87 Wbk. 54,	Trans. 2799-8 W.2774-21 T.2775-8 W.2776-8-1
			Bk.III, 42,53, 69,77,81,87, Bk.IV, 32 Bk.V, 32	Trns. 2779-8
	Bk.3, p.27 Bk.4, p.33		Bk.III, 72 Bk.V, 84-89	Trns. 2779-8 W.2774-22 Trns. 2809-1 W.2804-2, 3

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

Phonics is Fun				
Workbook	Teacher Edition	Milliken	SRA Word Games	Palo Alto
Bk. II pp.44-46 pp.66-68 Bk. III p.37	Lsn. 41 pp.72-74 Lsn 53 pp.100-102 Lsn, 24 pp.52-54	Rd. & Thk. Gr.2-1,Sh.12	Game 24 (Blue)	Books 7-20
Bk. I, p.139 Bk. II, pp. 105-108 Bk. III, pp.89-92	Lsn. 97 pp.176-177 Lsn. 82,83 pp.154-158 Lsn. 58-61 pp.121-129	Rd. & Thk Gr.2-2,Sh.11		Books 10-13, 15
Bk. I p.139 Bk. II pp.105-108 Bk. III pp.89-91	Lsn. 97 pp.176-177 Lsn. 82,83 pp.154-158 Lsn. 58-61 pp.121-129	Rd. & Thk Gr.2-1,Sh.11		Books 10-13, 15

STRUCTURAL ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill VC-SA-4 Read words when er, ed, ing endings added to CVC words.		Bk. C pp.36, 45,46, 47,52 53	pp.40, 41,48, 52,55	Wb. C pp.28-31	C#18 19,20 22,25	CB.C p.55	Orange Book pp.1-23	ABC pp. 50,52 54,56	FS#4 frames 37,53 54	
Skill VC-SA-5 Read words where endings are added to words with long vowel ending in silent e.		Bk. C p.38	pp.43-45	Wb.C p.31	C#20 21	CB.C p.62			FS#4 frame 39	
Skill VC-SA-6 Can divide compound words between the two words.		Bk. C p.32	pp.34, 35,36	Wb. C p.27	C#17				FS#4 frame 33	Level V Test
LEVEL VI Skill VIC-SA-1 Recognizes y as a suffix.		Bk. C p.64	pp. 64-66	Wb. C pp.44-47	C#27 28	CB.C pp.83 84	Orange Book pp. 1-23		FS#5 frame 5	
Skill VIC-SA-2 Recognizes ly as a suffix		Bk. C pp.64, 67-72	pp.64, 69-71	Wb. C p.49	C#27	CB.C p.95	Orange Book pp. 1-23		FS#5 frames 6-12	
Skill VIC-SA-3 Recognizes tion as a suffix.		Bk. C pp.97, 98,100	pp. 77-79	Wb. C p.59	C#33	CB.C p.111	Orange Book pp.24-56		FS#5 frames 32-36	

STRUCTURAL ANALYSIS SKILLS

HARPER ROW READING PROGRAM

	Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
		CDCW 19-26 AC 41-44	CDCW 67-82 AC 103,105 RMB 195 ATY 78,88,92 FFP 61,75-76	Ph.Wkbk. FFP 14,15, 26		
		ATV 170-175 FFP 9-13	ATV 88,213,272 FFP 81,56	Reg.Wkbk. 101 Reg.Wkbk. FFP 4,6,20		
		CDCW 39-45,47-51 AC 137-140 ATY 86-90 73-79 FFP 9-13 70-78	CDCW 109,118,119 AC 248 RMB 181 ATY 122,123 FFP 57,59,61 67,105,171	Ph.Wkbk. RMB 64 Ph.Wkbk. 29,40 Ph. 59,65 Reg.77,116		
			AC 257,262,268 FFP 107 160,267,276	Reg.Wkbk. RMB 113 Ph.Wkbk. 27-33		
		RMB 170 ATY 138-142 FFP70-78 83-89	RMB 195,213 ATY 113,183, 189,255 FFP 234-235 267,105,107	Ph. RMB 77 Reg.ATY 75 Ph. ATY 51 Ph.Wkbk. 33		
			FFP 173,182,263			

STRUCTURAL ANALYSIS SKILLS

MACMILLAN READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
Ditto #4	13-16	L.P. 55,56,80, 103	9,21	#4,7,10	Ditto #4
Ditto #3	12-14,19-24,	E.G. 41,42,47, 69		#1,3	Ditto #3
	23-26	S.B. 66,146,164, 197		#4	
	12-15	B.T.G. 49,87			
	137-145	M.T.W. 260-262,321			
		L.P. 70,116,121, 133			
Ditto #19		E.G. 78,209,384		#19	Ditto #19
	23-26	S.B. 66,71,110	18,41	#5	
		M.T.W. 148,401, 453			
	210-214	L.P. 426			
	25-27	E.G. 76,79,82	24,62,71	#4	
	79-84,121-127, 129-134	S.B. 197,268,288	31,		
	25-29,63-67	B.T.G. 77,162,486	51,140		
	263-271				
	41-43,125-129	M.T.W. 93,197,247	54,123	#6,18	
	216-220	E.G. 478,523			
	48-50	S.B. 118-9,127, 151	22,102, 118	#8	
	53-57	B.T.G. 146,147			
	22-28	M.T.W. 66-7			
Ditto #36	95-99	E.G. 234,264, 352,380	97	#36,21	
	85-90	S.B. 127,151,170, 206	102		
	35-40	B.T.G. 96	44		
	18-21,48-54	M.T.W. 56,57,107	5		
		B.T.G.	110		
	209-214	M.T.W. 208,372, 426	11,58,120	#40	

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

Sullivan Program	Sullivan Dittos		Merrill Linguistic Program		Ideal Program
Bk. 1 Unit 2 pupil pp.54-71 T.M. pp.200-202 Bk. 1 Unit 4 pupil pp.118 T.M. pp.207-211			Bk.IV, 32,41 63,74,83,95, 100 Bk.V, Wbk. 62	APPLIES TO LEVELS 4 5 6	T.2775-1 W.2776-1-1 W.2754-13 W.2774-22 T.2775-2 W.2776-2-1/2 T.2775-7 W.2776-7-2 W.2774-4
Bk. 9 Unit 3 Bk. 9 Unit 4			Bk.V, 71,79, 90, Wbk. 53,60		W.2804-19 T.2775-5 W.2776-5-2 T.2805-9 W.2806-9-1 W.2774-12,13 W.2804-22 T.2775-3 W.2776-3-1 T.2805-8 W.2806-8-1
	Bk. 9, p.12 Bk. 4, pp.34,41,43				W.2804-20,21 W.2774-9 W.2774-5,6
Bk. 9 pupil pp.51-71 T.M. 119-120 Bk.17 pupil pp.5-10 Bk. 20 p.55 pupil pp.32-36			Bk.IV,100 Bk.V,68-113 Wbk. 48 Bk.VI,35,70, 84,85,128,133, 143,170,182, Wbk.11,31,38		
Bk. 15 Unit 3 pp.106,115-118 80-100 Bk.17 pupil pp.82,117,129 50-58			57 Bk.VI, 125		T.2775-3 W.2776-3-1 T.2805-8 W.2806-8-1 T.2805-8 W.2806-8-2
Bk. 15 Unit 1 pupil pp.16-35 T.M. pp. 30,38 Bk. 16 Unit 4 pupil pp.104-110 T.M. p.51 Bk. 17 Unit 1 pupil p.47 Bk. 15 Unit 1 pupil pp.16-20,30 Bk. 20 Unit 4 pupil pp.35, 143-144 Bk. 19 Unit 2 Pupil pp.45-50					W.2804-20,21 W.2774-9 W.2774-5/6

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

Phonics is Fun		Milliken	SRA Word Games	Palo Alto
Workbook	Teacher Edition			
Bk. I p.139 Bk. II pp.105-108 Bk. III pp.89-91	Lsn. 96 pp.175-176 Lsn. 82,83 pp.154-158 Lsn. 58-61 pp.121-129	STR Gr.1-1 Sh.5 Learn Phonics Gr.2-2,Shts 12, 26-28 Rd. & Thk Gr.2-1 Sh.14 Rd. & Thk Gr.2-2, Sh.13	Game 22,23 (Blue)	Books 10-13, 15
Bk. II pp.111-112	Lsn. 86 pp.162-163 Lsn. 87 pp.164,165	STR Gr.1-1 Sh.5 Learn Phonics Gr.2-2,Shts,12, 26-28 Rd. & Thk. Gr.2-1,Sh.14 Rd. & Thk. Gr. 2-2, Sh.13	Game 22,23 (Blue)	Books 13
		STR Gr.1-1 Sh.5 Learn Phonics Gr.2-2,Shts.12, 26-28 Rd. & Thk. Gr.2-1,Sh.14 Gr.2-2,Sh.13	Game 22,23 (Blue)	
Bk. I pp.152-154 Bk. II pp.77-78 Bk. III pp.49,50	Lsn. 114,116 pp.200-204 Lsn. 60,61 pp.115-118 Lsn. 31,32 pp.68-72	Learn Phonics Gr.2-2,Shts.24, 28 Rd. & Thk. Gr.2-2, Sh.14		
Bk. II pp.114	Lsn. 89 pp.167-168	Learn Phonics Gr.2-2,Shts.25, 28 Rd. & Thk. Gr.2-2, Sh.14		
Bk. III p.96	Lsn. 65 pp.136,137		Games 42-44 (Tan)	Book 19

STRUCTURAL ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text.	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill VIC-SA-4 Recognizes sion as a suffix.		Bk. C pp.97-100	pp.87-90	Wb. C p.59	C#33	CB.C p.111	Orange Book pp.24-56		FS#5 frames 32-36	
Skill VIC-SA-5 Divides two syllable words having only one consonant after the first vowel by applying the following principle: When the 1st vowel is long, the consonant begins the second syllable; when the first vowel is short, the consonant ends the first syllable (fa-vor, sec-ond)		Bk. C p.97	p.52							Level VI Test Lipp. Achiev. Test, Book C
LEVEL VII Skill VII-D-SA-1 Reads contractions	Level VII Pre- and Post Tests	Bk. D	p.57	Wb. D pp.50-53	D#22 23		Orange Book pp.57-88		FS#7 frame 17	
Skill VII-D-SA-2 Matches contractions by connecting them with their uncontracted form.					D#40					

STRUCTURAL ANALYSIS SKILLS

HARPER ROW READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
	ATY 5-8 80-85	ATY 49 169,128			

MACMILLAN READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
		M.T.W.	120		
  Ditto #12 T.M. 309, T.M. 228 T.M.152, Ditto #12	38-40,43-46 84-7 15-18,25-27 27-31,63-68	W.W. 110,126,166 L.P. 196,198 E.G. 52,53,67, 78,133 S.B. 77,161,162, 213,214 B.T.G. 142,144, 155-6 M.T.W. 107,163 434,435	 58 50,78,112, 124 33 54,123	#13 #22 #12 #17 #12 #18	 Ditto # 12 309 T.M. 228 TM
Ditto #12 309,228 T.M.	101-107	W.W. 249 L.P. 196,199,201 E.G. 52,53,67, 78,133 S.B. 77,161,162, 213,214	58 50,78,112, 124	T.M.200 #12 #17	Ditto # 12 228 T.M. 309 T.M.

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

Sullivan Program	Sullivan Dittos		Merrill Linguistic Program	Ideal Program
Bk. 21 Unit 4 pupil pp.19-23 Bk. 21 pupil pp.125-130, 19 Bk. 15 pupil pp.30-35				
8				
Bk. 3 Unit 3 pupil pp.132-137 T.M. pp.151-153	Bk.3, pp.27-30		Bk.III, 24,83 Bk.IV, 32,103 Bk.V, 51,71, 90,116	
Bk. 3 Unit 4 T.M. pp.151-153				

SOURCES OF MATERIALS

Phonics is Fun		Milliken	SRA Word Games	Palo Alto
Workbook	Teacher Edition			
Bk. III p.96	Lsn. 65 pp.136-137		Games 42-44 (Tan)	Book 19
Bk. II pp.117-121 Bk. III pp.121-122	Lsns. 92-94 pp.173-178 Lsn. 83 pp.179-180			Books 6-20
				Books 6-20

SKILL, OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill VII-D-SA-3 Writes the contractions for the two given words when only one letter is omitted (did not, let us).					D#40					Level VII Test
LEVEL VIII Skill VIIID-SA-1 Identifies plural forms of words when y changed to i and es added (city, cities)	Level VIII Pre- and Post-Test	Bk. D pp.73-77	p.68				Orange Book pp.89-122		FS#7 frames 28,29 30-34	
Skill VIIID-SA-2 Plural form of singular words ending in x and sh by adding es to the root word (fox, foxes,) (dish, dishes).		Bk. D pp.73-77	p.68				Orange Book pp.89-122		FS#7 frames 28-34	Level VIII Test Lipp. Achiev. Test, Book D
LEVEL IX Skill IXE-SA-1 Plural form of singular words ending in s by adding es to the root word. (dress, dresses).		Bk. E pp.31, 32								

STRUCTURAL ANALYSIS SKILLS

HARPER ROW READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
	ATY 143-149	ATY 142,186	Reg.Wkbk. 55,59		
	FFP 19-26	FFP 67,102	Ph.Wkbk. ATY 73 Ph.Wkbk. FFP 26,56 Reg.Wkbk. FFP 80		
	FFP 105		Ph.Wkbk. ATY 57		

STRUCTURAL ANALYSIS SKILLS

MACMILLAN READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
	84-87 247-254	L.P. 196,199,201, E.G. 52,53,67,78, 133,163 M.T.W. 434	58 43,66,129	T.M. 200 #12	Ditto #12
	56-60,110-115 16-19,39-43 49-52,203-211	E.G. 149,154,268 272-4, S.B. 54,108,109, 110 B.T.G. 135,398 M.T.W. 144,192	5,20		
	44-47,57-62 187-194	S.B. 115,146 B.T.G. 383	31,		
	187-194	S.B. 115,250, B.T.G. 383	31,		

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

	Sullivan Program	Sullivan Dittos		Merrill Linguistic Program	Ideal Program
	Bk. 5 Unit 1 pupil pp.27-35 93,103,104, T.M. pp.234-238 240,258,259 Bk. 16 pupil pp.101-144 T.M. p.89				Trns. 2779-8 P W.2774-22 Trns. 2809-1 B W.2804-2,3

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

Phonics is Fun		Milliken	SRA Word Games	Palo Alto
Workbook	Teacher Edition			
				Books 6-20

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill IXE-SA-2 Plural form of singular words ending in ch by adding es to the root (bench, benches, church, churches)		Bk. E pp. 135-145								
Skill IXE-SA-3 Suffix est added to root word.		Bk. E p.95	p.62		E#22					
LEVEL X Skill XF-SA-1 Using or and er to designate an agent (builder, actor)										
Skill XF-SA-2 Adding suffixes and prefixes to known base words: un, ful, im, fully, in ish, less, lessly, ous, dis		Bk. F pp. 255-267			F#39					
Skill XF-SA-3 Recognizing prefixes as a clue to syllabication		Bk. F pp. 255-267			F#39					Level X Test

STRUCTURAL ANALYSIS SKILLS

HARPER ROW READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
	ATY 129-132	ATY 172F	Ph.Wkbk. ATY 46		
		ATY 78	Reg.Wkbk. 37,46	ATY 28 FFP 48	

STRUCTURAL ANALYSIS SKILLS

MACMILLAN READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
	44-47,109-114, 187-194	S.B. 115,250 B.T.G. 383	31.		
	44-48,123-128, 245-249 23-26,27-31 63-67 173-178	E.G. 123-125, 296,542 S.B. 67,71,82,84, B.T.G. 163-4 M.T.W. 321	102	#8,29 #4,5	#29 #5
	31-35,53-55 39-43,63-68 84-87	E.G. 98,101-102, 144,145 S.B. 55,110,146, 162,458 B.T.G. 198	76	#6	
	39-43 69-71,245-250 185-189 16-20,185-186 41-45 240-246,247-254 18-21	E.G. 109,116 S.B. 165,529,411 B.T.G. 56,373, 109 M.T.W. 426,432, 55,56	24,97 37,106,137 15,80,12, 61,22,44, 30,72	#8 #2	
	58-62,69-73 111-114 29-34,64-68 88-94	B.T.G. 154,172 250-2 M.T.W. 77,137,179	37 74		

SOURCES OF MATERIALS

Sullivan Program	Sullivan Dittos		Merrill Linguistic Program	Ideal Program
				T.2775-8 W.2776-8-2 T.2805-1 W.2806-1-2
Bk. 6 Unit 2 pupil pp.62-71 T.M. 301-302, 306				
Bk. 19 pupil pp.43-54 107 Bk. 20 pupil pp. 20,60 Bk. 15 pupil pp.124-125 Bk. 16 pupil pp.29-33 141 Bk. 18 pupil pp.10-15				

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

Phonics is Fun		Milliken	SRA Word Games	Palo Alto	
Workbook	Teacher Edition				

STRUCTURAL ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast	Code Book	Supp. Book	Start Write	Film Strip	Post Test
LEVEL XI Skill XIG-SA-1 Hears accented syllables.		Bk. G p.117	pp. 44, 45		G#22					
Skill XIG-SA-2 Places accent in words with prefixes and suffixes.										
Skill XIG-SA-3 Places accent in words ending in tle.										
Skill XIG-SA-4 Recognizes the vowel sounds in accented syllables (ex plain, pa per, shut ter, pi lot).			pp.44 45,81							Level XI Test Lipp. Achiev. Test, Book G
LEVEL XII Skill XIIH-SA-1 Changing f to v when forming plurals	Level XII Pre- and Post Test									
Skill XIIH-SA-2 Adding prefixes and suffixes to known base words; un, ion, tion, ation, ful, self, im, al, super, in, ish, less, ous, dis, ment, teen, ward, ness, ty			pp.27 48,64, 65							

STRUCTURAL ANALYSIS SKILLS

HARPER ROW READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test

STRUCTURAL ANALYSIS SKILLS

MACMILLAN READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
	30-34,35-40 18-21,22-28	B.T.G. 84-85, 93-94,95,96 M.T.W. 54,66, 112	18,30,37 9,21,96, 138		
	41-45,53-57 69-73 240-246,267-272	B.T.G. 110-111, 145-146,172 M.T.W. 421,423, 464	18,30,37 74,138		
	88-91,148-153 252-256	B.T.G. 204,327, 469			
	101-104,130-133, 167-175 69-76,188-192	B.T.G. 232,290, 354, M.T.W. 130,147, 335	9,		
	22-28,95-100, 118-124	M.T.W. 66,189, 235	9,67		
	105-110,41-45 46-48 29-34,12-17	S.B. 387,165, 411,509,394 B.T.G. 241,109, 117 M.T.W. 74,75-76 45,46	98,102,106 37 12,22,44, 72,110 5,24,11,58 120,108, 84,130	#34 #9 #4,1	

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

	Sullivan Program	Sullivan Dittos		Merrill Linguistic Program	Ideal Program
	Bk. 17 pupil pp.32-36 Bk. 16 pupil pp.66-70 Bk. 9 pupil pp.115-143 T.M. pp.127-8 Bk. 15 pupil pp.83-85				

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

Phonics is Fun		Milliken	SRA Word Games	Palo Alto	
Workbook	Teacher Edition				

STRUCTURAL ANALYSIS SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Text	Teach. Edit.	Workbook	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill XIIH-SA-3 Recognizes schwa sound in unaccented syllables.										
Skill XIIH-SA-4 Reads words ending in ize, en, ify.										
Skill XIIH-SA-5 Reads new words formed by adding the prefixes, out, over, self, upper, under, and up to root words.			p.77							
Skill XIIH-SA-6 Makes new words by adding the prefixes, sub, super, tri, inter, trans, intra to root words.										
Skill XIIH-SA-7 Identifies examples of the terms related to structural analysis: contractions compound words, plural, possessive, singular, syllable, prefix, suffix.										Level XII Test Lipp. Achiev. Test Book H

STRUCTURAL ANALYSIS SKILLS

HARPER ROW READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test

STRUCTURAL ANALYSIS SKILLS

MACMILLAN READING PROGRAM

Pre-Test	Student's Text	Teacher's Edition	Workbook	Ditto	Post-Test
	18-21,22-28, 69-76	M.T.W. 54-56, 66,147			
	12-17	M.T.W. 45,46	3,74,130		

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

	Sullivan Program	Sullivan Dittos		Merrill Linguistic Program	Ideal Program
	Bk. 2 Unit 3 pupil pp.99-107 T.M. pp.78-80 Bk. 16 pupil pp.18-25				

STRUCTURAL ANALYSIS SKILLS

SOURCES OF MATERIALS

Phonics is Fun		Milliken	SRA Word Games	Palo Alto	
Workbook	Teacher Edition				

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
LEVEL I Skill ICOA-1 Can identify characters in a story		Bk.A p.14	Bk.A p.34							
Skill ICOA-2 Comprehend literal content of a sentence					D.M. A, # 38	CBk.A T.E. p.12 S.E. p.21				
Skill ICOA-3 Can answer "who", "what", "where", "when", "how" questions relating to a sentence read.		Bk.A p.22	Bk.A p.44							
Skill ICOA-4 Can tell what the story is about.		Bk.A p.33	Bk.A p.55							
Skill ICOA-5 Can re-arrange scrambled words to make a meaningful sentence. (ran a man-a man ran.)						CBk.A T.E. p.52				
Skill ICOA-6 Can select from a group of words, the word to complete a sentence. (The rat____ (gun, stop, runs).)			Bk.A p.40	WkBk A pp.31, 56,59, 60						

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COMPREHENSION SKILLS

	HARPER-ROW SERIES					
	Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
		JM 2-4 OI 2-6	JM 40-45 OI 132	PP 9, 18	1B, 2B, 3B, 4A, 24B	
		JM 5-8, 17-20	JM 58-59, 92	PP 7, 16, 21, 26	15-20B, 22B, 17A, 20A, 32A	PP Achievement
		OI 18	JM 104-105, OI 155-156, 160,167-168	18,21,34, 35,36,38	11B,15-20B, 25B,37-41B, 3A,13A,20A, 24A,31A,42A	PP Achievement
			JM 113, CD 57,64, 94,125		70A	
					22A	
				PP 58,73	45B,49B,58B, 66B,70B, 57A,73A	

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	WW p.47-50	WW p.102, 145 271-272	WW p.1,8, 12,16,27, 30	#7,	
			WW p.6,38, 53,68,75		
	WW p.23-26	WW p.80			
	WW p.101-107	WW p.43 129, 251	WW p.2,5, 22,24,	#1,26	Ditto #26

WW- Worlds of Wonder, LP - Lands of Pleasure, EG - Enchanted Gates, SB - Shining Bridges, BTG - Better than Gold, MTW - More than Words.

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill ICOA-7 Can recall what has been read aloud, silently.			Bk.A p.44			T.E. CBk.A p.20 S.E. p.38				Level I Mast. Test
LEVEL II Skill IICOA Further develops and refines the skills introduced in Level I.	Level I Mast. Tests									Lipp. Achiev. Test, Book A
LEVEL III Skill IIICOB-1 Refines all skills introduced at lower levels.	Level II Mast. Tests					T.E. Bk.B pp.1-12 S.E. Bk.B pp.1-18				
Skill IIICOB-2 Can find words from a group of words to match meanings given, such as - a color, a place where animals live (den, farm) something to wear (hat, scarf).			Bk.B p.2	WkBk.B pp.9, 25,33, 36						
Skill IIICOB-3 Can find words in the story that describe and object or person		Bk.B pp.2, 3,4	Bk.B p.3							
Skill IIICOB-4 Recognizes humor in a story.		Bk.B pp.11-13; 15-18	Bk.B pp.11, 14							

COMPREHENSION SKILLS

HARPER-ROW SERIES					
Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
		CD 51,80 JF 162,167, 177	PP. 74,76, 77	71B,48A,56A, 61A,63A,66A, 68A,71A,75A	
		RM 136-7	RM5,9,13,16, 18,31,40,44, 55,74,83,92, 94,98,104, 110,119	138B,128A, 137A,152A	First Reader Achievement
		RM 109,162	RM 28	128B	

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	DittO	Post-Test
	WW p.15-18, 19-22, 27-32, 33-37,	WW p.57, 60, 70, 92, 103,	WW p.3,14, 25,108	#3,10,	
	LP p.10-12, 13-16	LP p.44, 52			

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill IIICOB-5 Interprets abstract comparisons (sad as a winter sun)			Bk.B p.11							
Skill IIICOB-6 Interprets emotions of characters.		Bk.B p.15	Bk.B p.13							
Skill IIICOB-7 Can read to answer "who" "what", "when", "where", "why", questions.		Bk.B pp. 20-23	Bk.B pp. 18-19							
Skill IIICOB-8 Draws a conclusion from inference.		Bk.B p.23	Bk.B p.19							
Skill IIICOB-9 Draws conclusions from a picture.		Bk.B p.35	Bk.B p.31							
Skill IIICOB-10 Reads to compare, draw a story parallels.		Bk.B p.51	Bk.B p.50							
Skill IIICOB-11 Can recall what has been read silently.		Bk.B pp. 1-50					Blue Book pp. 1-42			Level III Mast. Test

COMPREHENSION SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
	RM 93-115	CD 74,80 JF 182,186 AC 63,191 RM 66,142			
		AC 66-7,75 107,169, 204-5,211, 216	RM 6,	139B, 131A	
		RM 49-50,54 59-60,64-5, 69-70,75, 79-80,84-5, 89-90,95, 99-100, 106-8,117-8	RM 24,28,50, 78.90,101, 112,117,122, 125		
		RM 59,70, 95,179,245	RM 48,81	118A,123A, 128A,137A, 149A	
		RM 199,220, 227,255		123B,148B, 153B	
		RM 50,59, 72,75,79, 87,92,99, 105,120,126 137,143,167 168 203,206 215,216,238	RM 14,19,24, 27,34,50,52, 60,80,81,85, 90,100,101, 111,126,128	129B,139B, 141B,151B, 153B,116A, 122A,125A, 130A,154A,	

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	LP p.10-13, 17-21, 22-26, 27-34, 27-34, 55-62,	LP p.52, 63, 74, 83	LP p.20, 40,		
	LP p.10-12, 13-16, 17-21, 22-26,	LP p.43, 52, 62-3, 73-4,			
	LP p.13-16, 42-44, 45-46,	LP p.52, 117, 125,			
	LP p.10-12, 27-34	LP p.43, 81.	LP p.14, 35,45,		
Ditto #2	LP p.17-21, 22-26, 42-44, 45-46,	LP p.45, 51, 62, 71-73,	LP p.30, p.36	#2,3,	

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
LEVEL IV Skill IVCOB-1 Refines all skills introduced at lower levels.	Level III Mast. Tests									
Skill IVCOB-2 Locates answers to oral questions		Bk.B pp. 53,88	Bk.B pp. 51,89							
Skill IVCOB-3 Identifies the setting for a story.		Bk.B p.55	Bk.B p.54							
Skill IVCOB-4 Reads to find comparisons of objects.		Bk.B p.59	Bk.B p.59							
Skill IVCOB-5 Identifies pronoun referent, (I, my,).		Bk.B pp. 61,62	Bk.B pp. 60,61							
Skill IVCOB-6 Makes deductions from pictures.		Bk.B pp. 75,76	Bk.B p.74							
Skill IVCOB-7 Recognizes the reasons for paragraphing.		Bk.B pp. 79,80	Bk.B p.79							
Skill IVCOB-8 Recognizes a complete sentence.		Bk.B pp. 79,80	Bk.B p.79							

COMPREHENSION SKILLS

HARPER-ROW SERIES

	Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
		EE 50-1,52-4,63,78-84,99-109,122,146,160-190	See IIICOB-7 EE,25,26,31,39-40,49,50,51,57-58,60,61 62,63,68			
		RM 153 EE 156-9	RM 199 EE 67	RM 79		
		RM 134-7 EE 55-6 160-189	RM 178-9 EE 27,68-79	RM 8,75	142B	
			JM 62-3			
		AC 6-10 RM 171	JM,OI,CD,JF,AC,51,RM 212,194			
			AC 243 RM 140-1 146,174,184,189,248			
			JM 102,110 125, OI 134			

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	LP p.13-16, 17-21, 22-26,	LP p.52, 62, 73,			
	LP p.47-54,	LP p.139,		#15,	
	LP p.35-37, 13-16, 22-26, 45-46,	LP p.99-100,	LP p.6, 14, 32,		
	LP p.47-54,	LP p.137,			

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill IVCOB-9 Recognizes a make-believe story.		Bk.B pp. 79,80	Bk.B p.79							
Skill IVCOB-10 Finds descriptive words in a paragraph.		Bk.B p.83	Bk.B p.84							
Skill IVCOB-11 Finds words that tell how many.		Bk.B p.57	Bk.B p.55							
Skill IVCOB-12 Can recall what was read silently.		Bk.B pp. 1-90					Blue Book pp. 1-94			Lipp. Achiev. Test Bk.B
LEVEL V Skill VCOC-1 Reads to answer "who", "what", "when", "where", "why", "how", questions.	Level IV Mast. Tests	Bk.C pp.2, 3,4	Bk.C pp.4, 5.							
Skill VCOC-2 Reads for details.		Bk.C p.9	Bk.C p.14	WkB.C p.30	DM# C9	CBkC T.E. pp. 16-18 S.E. pp. 9,10				
Skill VCOC-3 Comprehends what is read silently.		Bk.C p.3	Bk.C p.5			CBk.C T.E. p.10 S.E. p.17				

COMPREHENSION SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
		RM 47	JF 71 RM 48,81 EE 52	69A,77A,88A, 104A,113A	
	EE 49, 55-6	EE 24,27			
	JM 21-4 OI EE 58-88	JM 95-7 OI 139,160 EE 29-42	JM 16,18 EE 25,29,31, 32,33,34	15B,30B	
	EE 46,92-4, 99-109	EE 22,45, 51-2	EE 9,47,48, 49,54,56,59, 73,74,77,78, 80		
		ATY 53-4, 59,66,71, 77,82,90, 96,101,106, 112,118,122 128,133,138 143,151,157 161,167,177 182,187,192 197,206,211 217,223,232 238,244,249 253,255,262 266,271,275	ATY 6,9,15, 17,25,29,32, 35,36,40,42, 45,51,56,58, 59,61,71,72, 76,78,80,87, 91,92,94,96, 97,102,104, 107,108,109, 111,117,119, 121,126,128,	161B,163B, 182B,160A, 167A,168A, 172A,181A, 184A,190A, 195A	ATY Achievement Test

The above refers to VCOC-1,2,3.

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	LP p.13-16,	LP p.52,			
	LP p.22-26,	LP p.72,		#6,	
	LP p.10-12, 13-16, 17-21, 42-44, 45-54, 83-91	LP p.45, 51, 62,	LP p.30, 36, 63,	#2,3,	
	EG p.12-14, 15-18, 19-24,	EG p.44, 55, 62,			
	EG p.12-14, 15-18, 19-24,	EG p.44, 55, 62,			
	EG p.12-14, 19-24, 25-27, 44-48, 61-66, 148-151,	EG p.44, 62, 77,	EG p.28, 42, 90,		

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill VCOC-4 Reads to draw conclusions.			Bk.C p.42	WkB.C p.50						
Skill VCOC-5 Arranges sentences and events in correct sequence.			Bk.C p.33	WkB.C p.68	DM# C 40					
Skill VCOC-6 Interprets a story.			Bk.C p.6	WkB.C p.5	DM# C 23					Level V Mast. Test
LEVEL VI Skill VICOC-1 Refines and reinforces skills developed at lower levels.	Level V Mast. Tests					CBk.C T.E. pp. 1-7 S.E. 1-13				Lipp. Achiev. Test Bk.C
LEVEL VII Skill VIICOD-1 Refines all skills introduced at lower levels.	Level VI Mast. Tests									
Skill VIICOD-2 Decides when a story is true or fanciful.		Bk.D pp. 2-5	Bk.D p.5							
Skill VIICOD-3 Decides when a statement is true or false.		Bk.D. p.3	Bk.D p.6	WBk.D p.32						

COMPREHENSION SKILLS

HARPER-ROW SERIES

	Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
			RM 59,70,95,179,245 ATY 60,67,82,90-1,97,107,128,134,138,141,152	RM 48 ATY 118,121	118A,128A,137A,149A,152A,156B,157B,159B,166B,173B,189B,194B	ATY Achievement Test
				AC 44,63,77,89 RM 15,29,38,53,62,63,89,102 ATY 32,71,108 109,111	119B,117A,133A,146A,158B,162B,180B,186B,188B,191B,199B,161A,166A,173A,174A,178A,	
		FF 18-22,25-7,29-31,48-51,52-4,55-9 80-5,86-90,93-6,96-8,99-102,103-5,106-8,109-111,112-6,117-120,142	FF 28,29-30,31	FF 3,6,8,10,20,22,23,26,28,31,33,34,35,37,38,41,43,45,47,49,51,52,53,78,79		
			BB 20-21			
					113B, 128B, 147B, 122A, 125A, 132A, 140A, 148A, 185B, 197B, 158A, 171A, 177A, 185A, 197A, 217A	

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Edition	Teacher's Edition	Work Book	Ditto	Post-Test
	EG p.12-14, 19-24, 28-30, 31-35, 56-60 76-82	EG p.44, 62, 85-87,	EG p.19, 38, 50,		
	EG p.31-35, 53-55, 92-94, 123-128, 165-170, 226-229,	EG p.102, 143, 223,	EG p.78, 101, 133,		
	EG p.12-14, 12-14, 19-24, 25-27, 28-30, 44-48,	EG p.44, p.46, p.62,	EG p.9, 13, 26,		

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill VIICOD-4 Evaluates behavior of a story character.		Bk.D p.5	Bk.D p.7							
Skill VIICOD-5 Arranges sentences in correct sequence.			Bk.D pp. 13,32	WBk.D pp.13, 14,17, 36,61						
Skill VIICOD-6 Reads for details.		Bk.D pp.15, 22,23, 30,43, 46,47	Bk.D pp.21, 28,29, 37,46, 47	WBk.D p.35						
Skill VIICOD-7 Discovers the moral of a story.		Bk.D pp. 15-17	Bk.D p.22							
Skill VIICOD-8 Retells a story in sequence.		Bk.D pp.19-25	Bk.D pp. 30,47							
Skill VIICOD-9 Recognizes a pronoun referent.			Bk.D p.32		DM# D 13					
Skill VIICOD-10 Reads to answer a specific question.		Bk.D pp.30, 43,46	Bk.D pp.37, 46,47							

COMPREHENSION SKILLS

	HARPER-ROW SERIES					
	Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
			ATY 91,112, 123,152,162, 182,188,192-3,197-8,207, 239,254,267, 272 FFP 68,149,	FFP 10,14,22, 123,126	221B,241B, 234A	
			FFP 65, 128-9,166, 222,280	FFP 8,38, 39,76,91, 104,120,121, BB 15,43,80	212B,223B, 226B,236B, 245B,201A, 202A,204A, 211A,225A, 230A,231A, 248A	
			FFP 58,62, 68,74,78, 89,94,100, 106,116,121 126,130,139 144,149,154 159,163,172 177,181,185 191,196,205	FFP 16,26, 30,40,44,54, 72,73,76,89, 92,98,99, 101,102,105 119	218B,243B, 214A,218A, 227A,245A	FFP Achievement Test
			ATY 276			
		FF 34-40				
			OI 200 CD 116,118 126,129, 137, JF 147,149 168,196-7, RM 102,114	RM 43	17B, 147A	
			210,215,220 228,234,239 243,249,257 262,266,270 274,279,283 See VIICOD-6 above			

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	EG 12-14, 159-164, 175-179, 185-189, 61-66,	EG p.44, 359, 393, 413, 166,			
	EG p.19-24, 39-43, 44-48, 72-75,	EG p.62, 110, 122, 185,			
	EG p.44-48, 53-55, 92-94,	EG p.122, 143, 223,225,			
	EG p.19-24,	EG p.66,			
	EG p.15-17, 25-27, 28-30,	EG p.55, 77, 87,			

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill VIICOD-11 Summarizes a story.		Bk.D pp. 27-34	Bk.D p.38							
Skill VIICOD-12 Recalls what is read silently.		Bk.D pp. 1-49								Level VII Mast. Test
LEVEL VIII Skill VIIICOD-1 Reads for details.			Bk.D pp. 54,65, 71,77, 85,87, 89-90							
Skill VIIICOD-2 Reads to answer "what","when", "where","which" questions.			Bk.D pp.65, 77,85, 87,89, 90							
Skill VIIICOD-3 Reads and can retell a story in sequence.			Bk.D pp.55, 57,66, 90							
Skill VIIICOD-4 Interprets the mood of a poem or story.		Bk.D p.61	Bk.D p.58							
Skill VIIICOD-5 Interprets pictures		Bk.D pp.64, 92	Bk.D pp.64, 80							

COMPREHENSION SKILLS

HARPER-ROW SERIES

	Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
		FF 29-32 BB 25-37 16-8	FFP 95,100, 106,149,159, 177,181,199, 228,252,274			
		BB 25-38, 124-178	ATY 56,123, FFP 94,123 163,169,181, 213,234,241-2,243,267, 269,275	FFP 5,8,10, 12,14,21,22, 25,34,38,39, 43,49,56,57, 65,66,68-9, 76,82,83,90	214B,218B, 221B,235B, 239B,241B, 243B,247B, 223A,234A, 241A	
		BB 25-38, 124-7,128-131,132-5, 136-142, 143-7,148-9, 150-2,157-163,164-5, 166-170, 171-178		BB 5,7,9,22, 23,25,27,28, 29,31,32,33, 39,41,43,45, 46,48,50,51, 54,58,59,60, 62,64,68,75		
			See VIICOD-1			
		FF 163 BB 208-218	ATY 52,100, 146,247, FFP 54,79, 107,109, 124,131, 152,164, 175,213			
		JM,OI,CD, JF	AC 49,57-9 65-7,73-5, 80-1,93-4, 100-1,107, 113-4,120, 128-9,139, 141-3,148, 161,175-6, 182,192-4, 211,215-7,	AC 5,11,12, 14,15,18,21, 26,30,39,44, 45,63,77,89 RM 15,23,26, 29,32,35,42, 49,56,59,61, 62-3,68,82, 86,89,97,99, 105,108,123		

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	EG p.61-66,	EG p.166			
	EG p.15-18, 25-27, 28-30, 56-60, 12-14,	EG p.56, 79, 88, 153,	EG p.5, 11, 2,	#2,10,	
	EG p.49-52, 56-60, 61-66,	EG p.134, 152, 165,			
	EG p.12-14, 19-24, 31-35, 61-66, 44-48, 148-151,	EG p.46, 64, 96, 163,	EG p.42, 28, 90		
	EG p.240-244,	EG p.529,			
	EG p.25-27, 61-66, 72-75,	EG p.77, 165, 183,			
	EG p.12-14, 15-18, 25-27, 31-35, 39-43,	EG p.43, 54-55, 77, 94,	EG p.1, 4, 21,		

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill VIIICOD-6 Reads to interpret feelings of characters.		Bk.D pp.69 70,71	Bk.D p.65							Lipp. Achiev. Test Bk.D
LEVEL IX Skill IXCOE-1 Reads to answer, "who", "what", "where", "how", "why" questions.	Level X Mast. Tests		Bk.E pp.13, 15,21, 34,36, 37,41, 51,52, 56,65, 73,79, 84,85, 91,92, 97,109, 110, 117, 121-122, 130, 132, 134	WBk.E p.22, 23,29, 30,65, 69,81	DM # E 6, 9					
Skill IXCOE-2 Reads to interpret emotional reaction.		Bk.E pp.14, 15,16, 24,25, 121, 128	Bk.E pp.14, 24,79, 80	WBk.E pp.29, 71,90						
Skill IXCOE-3 Reads for the main idea of a paragraph or story			Bk.E p.15		DM # E 6					
Skill IXCOE-4 Reads for detail.			Bk.E p.15	WBk.E pp.28, 45,56, 69.	DM # E 6					

COMPREHENSION SKILLS

	HARPER-ROW SERIES					
	Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
		BB 223-252				
			RM 110,129, 131,159,184 199,219,233 248 ATY 93,260, 272 FFP 109, 199,252	RM 33 EE 11,17,21, 22,75 ATY 118,121, FF 5,39 FFP 26,30, 72,76,92, 101,105,119	121A,139A, 165B,181B, 187A,209B, 224B,244B, 206A,210A, 216A,222A, 229A,232A, 235A,240A	
			Page 288			

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	EG p.12-14, 15-18, 25-27, 28-30,	EG p.44, 55, 77, 87,			
	SB p.20-22, 23-26, 27-31,	SB p.59-61, 68, 79-81,			
	SB p.23-26, 35-37, 44-47,	SB p.68, 98, 116,			
	SB p.51-56, 103-108, 129-134,	SB p.132, 235, 285			
	SB p.20-22, 35-37, 39-43,	SB p.61, 96, 108,			

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill IXCOE-5 Reads to describe		Bk.E pp.24, 28-32	Bk.E pp.24, 27,28							
Skill IXCOE-6 Arranges sentences in the correct sequence.			Bk.E pp.24 124.	WBk.E p.19, 62						
Skill IXCOE-7 Develops the concept of a paragraph.			Bk.E p.24		DM # E 11					
Skill IXCOE-8 Distinguishes between "true" and "fanciful" stories.		Bk.E pp.28-32	Bk.E p.27							
Skill IXCOE-9 Understands plot development.		Bk.E pp.50, 89,113	Bk.E pp.38, 58,72							
Skill IXCOE-10 Develops critical and logical thinking.			Bk.E p.39		DM # 14					
Skill IXCOE-11 Reads to interpret a story.		Bk.E pp.74-78	Bk.E pp.53, 54,55							
Skill IXCOE-12 Reads to form conclusions.		Bk.E pp.79-91	Bk.E p.56	WBk.E pp.21, 47,80, 90						

COMPREHENSION SKILLS

	HARPER-ROW SERIES					
	Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
			FFP 58,69, 92,112,175 208,252,273	FFP 36,58 59 BB 28,43,46, 54		
		BB 73-110, 179-204		BB 3,5,7,11, 23,25,31,32, 37,41,43,46, 48,51,54,58, 60,64,66,68, 69,70,71,75		

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	SB p.12-15, 69-71, 103-108, 44-47, 98-102, 135-138,	SB p.47, 169, 237,	SB p.22, 53, 72		
	SB p.20-22 39-43, 85-90, 23-26, 115-120,	SB p.61, 108, 202,	SB p.46, 9, 63,		
	SB p.23-26, 27-31, 51-56,		SB p.9, 13, 26,		

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill IXCOE-13 Reads to summarize.		Bk.E pp. 220-225	Bk.E p.115							
Skill IXCOE-14 Recalls what is read silently.		All Bk.E								
Skill IXCOE-15 Is able to see relationships.		All Bk.E								
Skill IXCOE-16 Can predict outcomes.		All Bk.E								Lipp. Achiev. Test Bk.E
LEVEL X Skill XCOF-1 Reads to answer "who", "what", "where", "when", and "why" questions.			Bk.F pp.6-9,15-16,26,30,32,35,44,45,56,57,67,79,85,87,89,96,97,104,107,115,124,134,135.	WBk.F pp.34,72						
Skill XCOF-2 Reads to interpret emotional reactions.		Bk.F p.10	Bk.F p.7							

COMPREHENSION SKILLS

HARPER-ROW SERIES

	Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
			JM 45,59, 71,84,92, 101,105, 110,121, 01 160,168 173-4,184, 199,202,		120B,135B, 140B,149A, 166B,189B, 200B,156A, 164A,175A, 194A,210B, 204A,231A,	

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	SB p.16-19, 57-62, 12-15, 48-50, 63-68,	SB p.53, 144,	SB p.2, 24, 35,		
	SB p.16-19, 20-22, 23-26, 27-31, 12-15,	SB p.52, 63, 69,	SB p.3, 11, 1,		
	SB p.35-37, 39-43, 149-153, 27-31, 57-58, 69-71,	SB p.96, 108, 319,	SB p.12, 28, 36,		
	SB p.27-31, 35-37, 39-43,	SB p.83, 96, 108,			
	SB p.48-50, 51-56, 63-68,	SB p.125, 130, 159,			

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill XCOF-3 Reads to describe.		Bk.F pp.10 11, 115, 119.	Bk.F pp.7, 66.							
Skill XCOF-4 Reads to form a logical conclusion.		Bk.F pp.2-5, 33-37, 87	Bk.F pp.6, 16, 44.	WBk.F pp.21, 90.						
Skill XCOF-5 Finds a summary sentence in a paragraph.		Bk.F p.18	Bk.F p.9							
Skill XCOF-6 Reads to interpret pictures.		Bk.F pp.20, 101	Bk.F pp.9, 57							
Skill XCOF-7 Reads for details.		Bk.F pp.40-50, 144-151, 241, 242,	Bk.F pp.23, 24,75, 124	WbK.F pp.3, 9,50, 57	DM # F 6					
Skill XCOF-8 Understands a pronoun referent.			Bk.F p.37	WBk.F p.1	DM # F 10, 12					
Skill XCOF-9 Reads to contrast and compare.		Bk.F pp.74-92, 240-241	Bk.F pp.41, 122							

COMPREHENSION SKILLS

	HARPER-ROW SERIES					
	Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
			ATY 77,96-7, 102,112,118, 129,134,152, 157,162-3, 167-8,177-8, 182,187-8, 192,201,206,	ATY 56 FF 27,34,61, 72 BB 28,29,31, 37,48,65		

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	SB p.57-58, 72-74, 85-90,		SB p.30, 39, 46,		
	SB p.169-173,	SB p.370,			
	SB p.16-19, 35-37, 63-68,	SB p.53, 96, 159,			
	SB p.57-62, 63-68, 63-68,	SB 141, 159, 160,			

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill XCOF-10 Determines sentence and story sequence.			Bk.F pp.47, 107, 136							
Skill XCOF-11 Sees relationships.			Bk.F pp.69, 93,137	WBk.F pp.13, 35,59						
Skill XCOF-12 Appreciates humor in a story or poem.		Bk.F pp.132 -140, 184-185, 268-269.	Bk.F pp.69, 93, 137,							
Skill XCOF-13 Interprets the mood of a story or poem.		Bk.F pp. 142-164 170	Bk.F pp.72, 85,							
Skill XCOF-14 Can find the main idea of a paragraph and story.		Bk.F pp. 188-193	Bk.F p.96							
Skill XCOF-15 Extends understanding through recall.		Bk.F pp. 188-193, 217-219	Bk.F pp.96, 108, 132	WBk.F pp.3, 14,48 56,57	DM # F 37					

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COMPREHENSION SKILLS

	HARPER-ROW SERIES					
	Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	SB p.103-108, 121-127, 139-142,	SB p.239, 273, 301			
	SB p.27-31, 32-34, 35-37,	SB p.81, 91, 96,			
	SB p.169-173, 190-194, 225-228,	SB p.368, 417, 489,			
	SB p.79-84, 109-114, 158-161		SB p.44, 61, 84,		

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill XCOF-16 Keeps events in proper sequence.		Bk.F pp.74-80	Bk.F p.42							
Skill XCOF-17 Can predict outcomes.		All Bk.F								
Skill XCOF-18 Can follow printed directions.				WBk.F p.1, 21	DM # F 1					Lipp. Achiev Test Bk.F
LEVEL XI Skill XICOG-1 Reads to answer "what", "where", "when", "how" and "why" questions.	Mast. Tests Level X		Bk.G pp.10, 11,14, 15,24, 43,44, 48,50, 58,59, 63,65, 70,71, 77,79, 87,88, 89,92, 94,95	WBk.G pp.13 64	DM # G 7, 23,33, 35,36					
Skill XICOG-2 Reads for details.			Bk.G pp.4, 30,34, 50,52, 65,70, 71,77, 78,79, 87,89, 92,94, 95	WBk.G p.16, 57,74, 78	DM # G 1, 7,23, 28,33, 35,36.					

COMPREHENSION SKILLS

	HARPER-ROW SERIES					
	Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
				AC 6,8,11,23, 24,26,31,32, 38,62 RM 19,22,23, 26,45,56,59, 79,87,120 EE 14,31,42	44B,54B,61B, 63B,45A,53A, 72A, 76B,90B,102B, 110B,78A, 106A,114B, 127B,130B	

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	SB p.158-161, 162-165, 169-173, 79-84, 94-97, 135-138,	SB p.339, 346, 368,	SB p.43, 49, 71,		
	SB p.23-26, 48-50, 98-102,		SB p.8, 23, 51,		
	BTG p.12-15, 16-20, 21-24,	BTG p.44, 54, 61,	BTG p.1,		
	BTG p.12-15, 16-20, 25-29, 30-34 41-45,	BTG p.44, 54, 73,	BTG p.1, 14, 21,		

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill XICOG-3 Reads for main idea of a paragraph, story.		Bk.G pp. 22-39 40-57 156-169	Bk.G pp.9, 12,15, 16,17, 60		DM # G 5, 37,38					
Skill XICOG-4 Reads to interpret mood, feelings of characters, character traits.		Bk.G pp.19, 21,26, 111-117, 246, 247	Bk.G pp.5, 7,10, 37, 89	WBk.G pp.5, 16,66, 79,92, 93	DM # G 20					
Skill XICOG-5 Answers questions from picture clues.		Bk.G pp.6, 28,38, 98,130 131, 158, 171, 173, 176, 177, 178, 213	Bk.G pp.4, 11,34 43,58, 65,79,							
Skill XICOG-6 Can find evidence to support a conclusion, deduction, judgment or opinion.		Bk.G pp.175-177, 190-202, 203-219, 272-6 286-291	Bk.G pp.64, 66,70, 71,78, 79,92 95	WBk.6 p.10	DM # G 31					
Skill XICOG-7 Can distinguish between real and fanciful stories and characters.		Bk.G pp.2-21, 62-68	Bk.G pp.4, 24							

COMPREHENSION SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	BTG p.58-62, 63-67, 69-73, 25-29, 97-100,	BTG p.150, 164, 170,	BTG p.36, 12, 60,		
	BTG p.21-24, 30-34, 35-40, 195-202, 257-262,	BTG p.61, 81, 90,	BTG p.15, p.110, p.135,		
	BTG p.16-20, 41-45, 53-57,		BTG p.4, 20, 31,		
	BTG p.12-15, 16-20, 16-20, 25-40, 74-80, 105-110,	BTG p.44, 53, 54,	BTG p.17, 47, 66,		
	BTG p.154-160, 161-165, 238-244	BTG p.334, 342, 448		#43	

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill XICOG-8 Determines sentence and story sequence.		Bk.G pp. 19-21, 36-39	Bk.G pp.5, 6,9, 11,12	WBk.G p.63	DM # G 1,2, 21,40					
Skill XICOG-9 Reads to compare and contrast.		Bk.G pp. 22-25, 77-79	Bk.G pp.10, 28	WBk.G p.49						
Skill XICOG-10 Can summarize what is read.		Bk.G pp. 40-44, 150-152	Bk.G pp.15, 50		DM # G 5,26					
Skill XICOG-11 Recalls what is read.			Bk.G pp.16, 45,52, 65,87							
Skill XICOG-12 Distinguishes between fact and opinion.			Bk.G p.25		DM # G 10					
Skill XICOG-13 Appreciates humor in stories and poems.		Bk.G pp.77-90, 118, 119	Bk.G pp.28, 27,39							
Skill XICOG-14 Reads to interpret theme, plot and mood of stories.		Bk.G pp.80-82,141 144, 153	Bk.G pp.29, 49,53							

COMPREHENSION SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	BTG p.12-15, 35-40, 92-96,	BTG p.48, 92, 211,		#6	
	BTG p.74-80, Chapt. 1 119-123,	BTG p.179, 189, 266,			
	BTG p.69-73, 88-91, 92-96,	BTG p.170, 203, 211,			
	BTG p.12-15, 16-20, 63-67,		BTG p.1, 6, 39,		
	BTG p.84-87, 101-104, 263-271,	BTG p.197-8, 234, 487,			
	BTG p.12-15,	BTG p.3,			

SKILL OBJECTIVE	COMPREHENSION SKILLS									
	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill XICOG-15 Reads and interprets similies and figurative language.		Bk.G pp.92-94,98, 294,	Bk.G pp.36, 101	WkB.G p.88	DM # G 19					
Skill XICOG-16 Can associate ideas with concept of time (then and now).		Bk.G pp. 170-186	Bk.G p.66		DM # G 32					
Skill XICOG-17 Understands concept involved in number usage in what is read (few, many).		Bk.G pp. 205, 216-219 272-291	Bk.G pp.77, 79,80, 92		DM # G 36					
Skill XICOG-18 Can follow printed directions.				All WkB.G						Lipp. Achiev. Test Bk.G
LEVEL XII Skill XIICOH-1 Can answer "who", "what", "when", "where", "why" and "how" questions.	Level XI Mast. Tests	Bk.H pp.5-9 31-38, 50-56, 92-134, 140-148 192-194 219-233	Bk.H pp.3-5 11,18, 19,34, 35,36, 47,53, 61-63, 71,76, 79,80							

COMPREHENSION SKILLS

HARPER-ROW SERIES

	Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
			JF 186 AC 224 RM 66,142, 218 ATY 84,245, FFP 142,216, 262,265,275, 276-7,282	ATY 31,48, 63,93,112, FFP 85,88, 109,112,127, 128		
		FFP 295-9	FFP 258	BB 3,41	204B,201A	

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	BTG p.12-15, 92-96, 105-110,	BTG p.43, 213, 243		#19	
	BTG p.41-45, 88-91, 111-114,		BTG p.22, 54, 69,		
	MTW p.12-17, 18-21, 35-40, 125-129,	MTW p.44, 53, 79-80,	MTW p.69,		

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill XIICOH-2 Recalls specific details.		Bk.H pp.5-9, 31-38, 50-56, 92-134, 140-148, 192-194, 219-233	Bk.H pp.3, 4,11, 18,19, 34,35, 36,47, 53,61, 62,63, 71,76, 79,80	WkB.H p.1	DM # H 7, 16					
Skill XIICOH-3 Can find main idea of a paragraph, story.		Bk.H pp.92-135	Bk.H p.33		DM # 19					
Skill XIICOH-4 Can make inferences based on facts in story.		Bk.H pp.2-26, 48-76, 208-213	Bk.H pp.1, 3,4, 5,17, 18,55							
Skill XIICOH-5 Uses picture clues to obtain information and to interpret stories and poems.		Bk.H pp.7, 195, 198, 199	Bk.H pp.3, 54							
Skill XIICOH-6 Understands expressive language, figures of speech.		Bk.H pp.10-16, 102, 106, 114, 118	Bk.H pp.4, 36	WkB.H pp.44, 50,68, 70,79	DM # H 32					

COMPREHENSION SKILLS

HARPER-ROW SERIES

	Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	MTW p.18-21, 59-63, 125-129,		MTW p.4, 29, 69,		
	MTW p.29-34, 35-40, 64-68,	MTW p.73, 80, 136,			
	MTW p.12-17, 35-40, 41-43,	MTW p.45,47, 79, 88			
	Chapt. 1, MTW p.59-63, 69-76, 12-17, 29-34,	MTW p.40, 126, 144,	MTW p.1, 10,		
	MTW p.18-21, 55-58, 59-63, 240-246,	MTW p.55, 111, 127,	MTW p.27, 126,		

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill XIICOH-7 Can locate information and find evidence to support a statement conclusion, deduction, judgment, or opinion.		Bk.H pp. 24-26, 48-75, 77-87	Bk.H pp. 5, 19,20, 25,55, 61,81		DM # H 16					
Skill XIICOH-8 Can visualize from what is read.		Bk.H pp.16-19,46, 49,51, 57,61, 66,90, 99, 168-187	Bk.H pp.6, 15,19, 31,35, 52	WkB.H p.35						
Skill XIICOH-9 Reads to interpret character traits, character feelings, mood and motivation.		Bk.H pp. 2-26, 27-44, 192-135, 214-219,	Bk.H pp.6, 10,11, 12,15, 37,61, 62,82	WkB.H p.5, 42						
Skill XIICOH-10 Reads to interpret theme, plot and mood of story.		Bk.H pp. 27-44	Bk.H pp.9, 50	WkB.H p.20	DM # 34					
Skill XIICOH-11 Can summarize what is read.		Bk.H pp. 2-26, 88,89	Bk.H pp.9, 27	WkB.H p.66	DM # 18					

COMPREHENSION SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
	EE 49-51, 74-5 BB 205-218		EE 8,11,21, 33 FF 4 BB 66,70,71, 72,73,74		

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	MTW p.88-94, 188-192, 273-282,		MTW p.47, 101, 142,		
	MTW p.112,	MTW p.214,			
	MTW p.18-21, 22-28, 48-54, 101-105,	MTW p.53, 62,63,	MTW p.24, 54,	#3	
	MTW p.101-105, 233-239,		MTW p.55, 124,		

COMPREHENSION SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
Skill XIICOH-12 Can distinguish between relevant and irrelevant material.		Bk.H pp. 48-76 140-142, 146, 148, 150-154, 158-166	Bk.H pp.17, 20,47	WkB.H p.63						
Skill XIICOH-13 Can make predictions based on facts given.		Bk.H p.67	Bk.H p.19							
Skill XIICOH-14 Can arrange main ideas to retell a story in proper sequence.		Bk.H pp. 119-135, 140-153, 225-233	Bk.H pp. 37.45, 63	WkB.H p.1	DM # H 20					
Skill XIICOH-15 Can compare and contrast.		Bk.H pp. 119-135, 275-288	Bk.H pp.38, 75,76							
Skill XIICOH-16 Can distinguish between fact and fiction.		Bk.H pp. 140-153	Bk.H pp.45, 56							
Skill XIICOH-17 Can recognize humor in a story.		Bk.H pp. 140-153, 168-213	Bk.H pp.45, 51							Lipp. Achiev. Test Bk.H

COMPREHENSION SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
	BB 188-9		FF 3,22,33, 41,52,57, BB 5,23,41, 58,59,60	238B,206A, 210A,211A, 216A,222A, 229A,230A, 235A,240A, 248A	

COMPREHENSION SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	MTW p.41-43, 44-47, 48-54,	MTW p.88, 96, 104,			
	MTW p.12-17, 35-40, 118-124, 201-208,	MTW p.44, 80,82,	MTW p.66, p.104,	#5	
	MTW Chapt. 1, 222-232, Chapt. 4,	MTW p.154, 396, 480,			
	MTW p.35-40, 209-214, 222-232,	MTW p.83, 373, 395,	MTW p.15, 113,		

VOCABULARY AND WORD USAGE SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
LEVEL I Skill IVO-A-1 Understands concepts of positional relationships-(up,down,in, to,under,over, on,first, middle,last).			Bk.A pp.14, 17,19, 23,38							
Skill IVO-A-2 Understands ordinal numbers-(first,second, third,fourth, fifth,sixth).			Bk.A pp.26, 31							
Skill IVO-A-3 Understands concept of "same", "different".			Bk.A p.32		DM# A 3					
Skill IVO-A-4 Understands the use of the word "for".			Bk.A pp.60, 64							
Skill IVO-A-5 Understands the literal meaning of all words used in reading material used at this level.					DM# A 38	CBk.A pp.100 105, 111				Mast. Tests Level I

VOCABULARY AND WORD USAGE SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
Pre-reading test	On Our Way to Read	JM 73	pp.16,18, 21,26	12B,19B, 12A,31A	
	On Our Way to Read				
Pre-reading test	On Our Way to Read				
	01 33-38	01 188	pp.34,36, 41		
					PP Achievement Test

VOCABULARY AND WORD USAGE SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	WW p.15-18, 19-22, 85-87, 121-124,	WW p.68	WW p.5, 30, 42, 53, 81,		
	WW p.127-130		WW p.88		
	WW p.117-120, 10-14,		WW p.79, 1,		
	WW p.10-14, 15-18, 19-22, 23-26		WW p.1, 5, 8, 12,		

WW - Worlds of Wonder, LP - Lands of Pleasure, EG - Enchanted Gates,
SB - Shining Bridges, BTG - Better Than Gold, MTW - More Than Words.

VOCABULARY AND WORD USAGE SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
LEVEL II **Skill IIVO-A-1** Refines and further develops vocabulary learned at Level I.							Red Book pp. 1-34			
Skill IIVO-A-2 Understands the literal meaning of all words used in Level II.	Mast. Tests Level I						Red Book pp. 1-44			Lipp. Ach. Test Bk.A
LEVEL III **Skill IIIVO-B-1** Understands the use of the word "are".			Bk.B p.1			CBk.B TE p. 14 SE p.20				
Skill IIIVO-B-2 Learns that some words have more than one meaning (fast).		Bk.B p.11	Bk.B p.10, 83							
Skill IIIVO-B-3 Understands the usage of the word "said" in conversation.		Bk.B p.16	Bk.B p.15			CBk.B p.43				

VOCABULARY AND WORD USAGE SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
					Primer Achievement Test
					Primer Achievement Test
		CD 102-3, 106 RM 81-2, 96-7, JF 204 AC 96-7			
		AC 275	RM 21		
		CD 70-1, 76-7,91			

VOCABULARY AND WORD USAGE SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	LP p.12-14,	Page 328			

VOCABULARY AND WORD USAGE SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill IIIVO-B-4 Understands that some animals are called by one name when they are young and by a different name when they are grown animals (lamb-sheep, calf-cow, kitten-cat.			Bk.B p.18							
Skill IIIVO-B-5 Can classify animals according to usage, physical characteristics, habitat.			Bk.B pp.41, 83	WbK.B p.26						
Skill IIIVO-B-6 Learns the concept of homophones or homonyms, (tail-tale, hear-here, hair-hare.)			Bk.B p.57							
Skill IIIVO-B-7 Understands the literal meaning of the words used in Level III reading materials.							Blue Book pp. 1-94			Level III Mast. Test
Skill IIIVO-B-8 Understands Pronouns "I", "my".			Bk.B pp.54, 60,61	WbK.B pp.50, 53						

VOCABULARY AND WORD USAGE SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
	AC 93-102	AC 199	EE 5		
			AC 73	99B,135A	
		AC 275 RM 116, 129,137, 253	RM 21	133B,152B	
					First Reader Achieve-ment Tes
	JM 9-12	JM 62-3			

VOCABULARY AND WORD USAGE SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	LP p.10-12, p.13-16, 13-16, 17-21,		LP p.1, 5, 6, 10,		
	LP p.159-164,		LP p.101,		

VOCABULARY AND WORD USAGE SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post Test
LEVEL IV Further refines and develops skills introduced at Levels I-III.	Lipp. Achie. Tests Books A, B									
LEVEL V **Skill VVO-C-1** Learns the number value of words such as "one" and "two".			Bk.C p.4							
Skill VVO-C-2 Learns the meaning of to, too, two.			Bk.C pp.4, 5,6,		DM # C 2					
Skill VVO-C-3 Learns the meaning of compound words used at this level.			Bk.C p.35	WbK.C p.36	DM # C 17					
Skill VVO-C-4 Learns how the addition of "ed" and "ing" changes the meaning of root words.			Bk.C pp.37, 48,	WbK.C pp.28, 35,	DM # C 19, 20,22	CBk.C TE pp. 31,32 SE pp. 55,56				
Skill VVO-C-5 Understands addition of "er" to root word to signify agent (farm-farmer).			Bk.C pp.54, 55,56,			CBk.C TE p. 42 SE p. 74				

VOCABULARY AND WORD USAGE SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
	JM 21-4	JM 95-7	pp.16,18	15B,30B	
		CD 65	pp.48	58B	
		CD 109 AC 42,44, 52,68,96, 122,164, 197-8,200, 202-203, 210,227, 229,237, RM 51,91,	AC 68 RM 65	122B,143B	ATY Achievement Test
		JF 160-1, 165,186 RM 55,102-4,195-6, 197	RM 7,67, 107	116B,124B, 136B	
		ATY 113, 169,240	RM 41 RM(ph)17 ATY 37,85, ATY(ph) 28,40		ATY Achievement Test

VOCABULARY AND WORD USAGE SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	EG p.25-27, 25-27, 39-43,	EG p.76, 79, 117,			
	EG p.19-24, 31-35, 76-82,	EG p.69, 100, 195,			
	EG p.25-27,	EG p.82, 98, 101-102,			

VOCABULARY AND WORD USAGE SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill VVO-C-6 Understands possessives, the inflectional's (horse's leg, Mary's pen).			Bk.C pp.6, 63			CBk.C TE p. 36				
Skill VVO-C-7 Understands meaning of contractions.			Bk.C p.70							
Skill VVO-C-8 Understands meaning of vocabulary used at this level.			Bk.C pp.74, 81,83, 88-90, 93,101, 106, 115-17							
Skill VVO-C-9 Understands synonyms, antonyms, homonyms.			Bk.C p.75	WbK.C pp.8, 21						
Skill VVO-C-10 Can classify words by topic.			Bk.C pp.94, 96	WbK.C pp.50, 71,92						
Skill VVO-C-11 Recognizes descriptive words.			Bk.C p.113			CBk.C SE p.138				
LEVEL VI Refines and develops skills introduced at lower levels.	Mast. Tests Levels I-V									

VOCABULARY AND WORD USAGE SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
		RM 175, 221-3, 237 ATY 240	RM 106 RM(ph) 50 ATY(ph) 24 EE 16	150B,143A, 153A,157A	
		ATY 49, 69,111, 122,128, 140,142, 186,211, 222,226,	ATY 4,30, 41,55,74, 89,99,113 ATY(ph)73 FF 60		
					ATY Achievement Test
		RM 148, 153,161, 177,202, 224,264 ATY 163, 227,239	FF 48,73, 77		ATY Achievement Test
		RM 137 ATY 230	RM 8,75 EE 14,52, 17 ATY 19,50, 65,116, FF 16,40,		
		RM 77, 98,109, 120,162 ATY 67, 89,126, 254	FF 34,44, 53,62,63, 65,69,76		

VOCABULARY AND WORD USAGE SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	EG p.31-35,		EG p.18,		
	EG p.15-18, 19-24, 25-27, 49-52, 61-66,	EG p.52,53, 67, 78,80, 133,	EG p.43,		
	EG p.12-14, 15-18, 19-24,		EG p.1, 4, 6,		
	EG p.44-48, 88-91, 28-30, 100-104,	EG p.126, 219-220, 89, 246,			
	EG p.53-55, 76-82, 153-158,		EG p.33, 49, 91,		

VOCABULARY AND WORD USAGE SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
LEVEL VII Skill VIIVO-D-1 Learns antonyms, homonyms introduced at this level.			Bk.D pp.8, 19,23, 35,40, 66	WbK.D pp.7, 22	DM # D 1,14					
Skill VIIVO-D-2 Learns meaning of all words introduced at this level.			Bk.D pp.14, 18,21, 23,30, 51,69, 82,83							
Skill VIIVO-D-3 Learns the correct usage of to,too,two.			Bk.D p.57							
Skill VIIVO-D-4 Understands the meaning of contractions introduced at this level.			Bk.D p.57		DM # D 22					
LEVEL VIII Refines and develops skills introduced at lower levels.	Mast. Tests Levels I - VII									
LEVEL IX Skill IXVO-E-1 Learns meaning of vocabulary introduced at this level.			Bk.E pp.10, 13,34, 37,39, 41,51, 56,57, 63,67, 69,94, 97-99, 127, 133, 136							

VOCABULARY AND WORD USAGE SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
		FFP 100, 111,125, 144,179, 193,207, 217,254, 257,264-265,285, 286	FFP 32, 47,53,70, 78,97, 110,111 FFP(ph)76 BB 8,46, 61	228B,231B, 234B,237B, 213A,233A	
					FFP Achievement Test
		FFP 264-5			
		FFP 53,64, 71,192,202	FFP 103 FFP(ph)78, 79 BB 12,75	229B	

VOCABULARY AND WORD USAGE SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	SB p.12-15, 16-19, 20-22,		SB p.1, 3, 6		

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VOCABULARY AND WORD USAGE SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill IXVO-E-2 Recognition of descriptive words			Bk.E pp.28, 64,69, 71, 128	WbK.E p.73,	DM # E 27					
Skill IXVO-E-3 Understands meaning of compound words.			Bk.E pp.45, 54	WbK.E p.37						
Skill IXVO-E-4 Understands comparatives.			Bk.E p.62	WbK.E p.77	DM # E 22					
Skill IXVO-E-5 Understands meaning of contractions.			Bk.E p.67	WbK.E p.84						
Skill IXVO-E-6 Understands synonyms introduced at this level.			Bk.E pp.68, 99,107	WbK.E p.64	DM # E 5					
Skill IXVO-E-7 Differentiates homonyms.			Bk.E pp.89, 90,103	WbK.E p.13						
Skill IXVO-E-8 Differentiates antonyms.			Bk.E pp.91, 108, 133	WbK.E p.70	DM # E 5					

VOCABULARY AND WORD USAGE SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
		FFP 77,98, 109,120, 162	FF 34,44, 53,62,63, 65,69,76 FFP 36, 58,59, BB 28,43		
		FFP 51, 91,109, 130,154, 155,180, 182	FFP 63,77, 116 FFP(ph)59, 65 BB 36	207B	FFP Achievement Test
		FFP 72,79, 93,127,143 145,154, 156	FFP 6,20, 48 FF 19,50 BB 38	178B,187B, 215B	FFP Achievement Test

VOCABULARY AND WORD USAGE SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	SB p.57-62, 57-62,	SB p.145,	SB p.31,		
	SB p.23-26,		SB p.10, 75,		
	SB p.94-97, 143-148, 195-200,		SB p.50, 78, 112,		
	SB p.69-71, 235-239,	SB p.168, 510,			
	SB p.12-15, 12-15, 69-71,	SB p.42, 46, 170,		# 1,	
	SB p.35-37, 169-173,	SB p.98, 371,			

VOCABULARY AND WORD USAGE SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill IXVO-E-9 Recognizes multiple meaning of words.			Bk.E pp.123, 124							
LEVEL X Skill XVO-F-1 Recognizes descriptive words.			Bk.F pp.15, 18,42, 113, 124	WbK.F p.10	DM # F 27					
Skill XVO-F-2 Recognizes pronoun referent.			Bk.F pp.25, 45	WbK.F p.1, 24	DM # F 12					
Skill XVO-F-3 Understands use of progressive verbs.			Bk.F pp.34, 41,45, 53,66, 68,70, 82	WbK.F p.11						
Skill XVO-F-4 Recognizes synonyms.			Bk.F pp.83, 86,87, 101, 124, 134	WbK.F p.64	DM # F 22					
Skill XVO-F-5 Recognizes homonyms.			Bk.F pp.46, 58,88, 100, 108	WbK.F pp.6, 26,29, 51,77	DM # F 19					
Skill XVO-F-6 Matches word with its opposite (antonyms)			Bk.F pp.76, 77,87, 100, 136	WbK.F pp.5, 55						

VOCABULARY AND WORD USAGE SKILLS

HARPER-ROW-SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
		OI 200, CD 116, 118,126, 129,137 JF 147, 149,168	RM 43	117B,147A	
		FFP 75-6, 79-80,245, 258,263, 280	FFP 3,4, 20,48,80, 84,122 BB 10,13, 14,20,21, 24,26,32, 38,40,44, 52,55,57,	165A,167B	FFP Achievement Test

VOCABULARY AND WORD USAGE SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	SB p.57-62, 69-71, 72-74,	SB p.133,135, 145, 170, 172-3,			
	SB p.103-108, 115-120, 129-134,	SB p.239, 260, 286,			

VOCABULARY AND WORD USAGE SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill XVO-F-7 Can classify words according to categories.			Bk.F p.78	WbK.F pp.13, 27,53, 81						
Skill XVO-F-8 Can use contractions in sentences correctly.			Bk.F p.110	WbK.F pp.47, 83	DM # F 11					
Skill XVO-F-9 Understands meaning of all vocabulary used at this level.			Bk.F pp.20, 31,34, 41,45, 53,66, 67,71, 84,87, 97,99							
Skill XVO-F-10 Can match contractions with uncontracted form.			Bk.F p.35	WbK.F pp.47, 83						
LEVEL XI Skill XIVO-G-1 Further develops and refines all vocabulary skills introduced in Levels I-X.	Mast. Test Levels I-X									
Skill XIVO-G-2 Understands meaning of all vocabulary introduced at this level.			Bk.G pp.3, 8,15, 23,28, 33,36, 39,42, 57,69, 76,86, 88,93, 95							

VOCABULARY AND WORD USAGE SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test

VOCABULARY AND WORD USAGE SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	SB p.135-138, 35-37, 59-62, 109-114,	SB p.291,	SB p.16, 29, 59,		
	SB p.63-68, 63-68, 94-97,	SB p.161, 162, 215,		# 17	
	SB p.12-15, 16-19, 20-22, 109-114,	SB p.40, 49, 58, 245,			
	SB p.94-97, 98-102, 143-148,	SB p.220, 228, 309,			
	BTG p.12-15, 21-24, 21-24,	BTG p.42, 60, 64,			

VOCABULARY AND WORD USAGE SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill XIVO-G-3 Recognizes and can use appropriate descriptive words.			Bk.G pp.5, 62,74, 84	WbK.G pp.29, 65,81	DM # G9,19, 30					
Skill XIVO-G-4 Understands how prefixes change the meaning of words.			Bk.G p.7	WbK.G pp.8, 67,86	DM # G 4					
Skill XIVO-G-5 Understands the use of comparatives.			Bk.G pp.8, 47	WbK.G pp.7, 61	DM # G 6					
Skill XIVO-G-6 Can match word with its antonym.			Bk.G p.17	WbK.G pp.19, 23,47, 86						
Skill XIVO-G-7 Can match contraction with its uncontracted form.			Bk.G p.26	WbK.G pp.22, 48						
Skill XIVO-G-8 Can classify words according to categories			Bk.G p.30	WbK.G p.27	DM # G 14					
Skill XIVO-G-9 Can give synonyms for words.			Bk.G pp.32, 46	WbK.G p.23	DM # G 11					

VOCABULARY AND WORD USAGE SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
		FFP 61, 106,114, 176,183, 192,211	ATY 103 FF 71 FFP 94 BB 20,24, 57		FFP Achievement Test

VOCABULARY AND WORD USAGE SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	BTG 53-57, 111-114,	BTG p.146, 251,		# 23	
	BTG p.30-34, 105-110, 216-221, 46-48,	BTG p.84, 241, 413,	BTG p.15, 26,		
	BTG p.63-67, 115-118,	BTG 163-4, 261,			
	BTG p.176-184, 216-221,	BTG p.362, 413,			
	BTG p.53-57, 58-62, 58-62,	BTG p.142,144, 152, 156,	BTG p.33,	# 12	
	BTG p.111-114, 119-123, 134-138, 233-237,	BTG p.252, 269, 297-298,	BTG p.69, 124,		

VOCABULARY AND WORD USAGE SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill XIVO-G-10 Learns multiple meanings for words.			Bk.G p.90, 152		DM # G 27					
LEVEL XII Skill XIIVO-H-1 Further develops and refines all vocabulary skills introduced at Levels I-XI	Mast. Tests Levels I-XI									
Skill XIIVO-H-2 Learns the meaning of all words introduced at this level.			Bk.H pp.24, 34,35, 41,44, 46,60, 69,82							
Skill XIVO-H-3 Understands the meaning of contractions.			Bk.H p.12	WbK.H pp.27, 40	DM # H 9					
Skill XIVO-H-4 Recognizes and uses appropriate descriptive words.			Bk.H pp.14, 22,23, 37,82	WbK.H p.2, 84	DM # H 10					
Skill XIIVO-H-5 Recognizes and uses appropriate synonym.			Bk.H p.14	WbK.H pp.13, 14,71, 87						

VOCABULARY AND WORD USAGE SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test

VOCABULARY AND WORD USAGE SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	BTG p.63-67, 69-73, 233-237,	BTG p.162-3,	BTG p.44, 124,		
	MTW p.240-246, 257-266,	MTW p.425-6, 454-455,	MTW 1,2, 4,7,20,		
	MTW p.48-54, 80-84, 247-254,	MTW p.107-8, 163, 434,			
	MTW p.95-100, 137-145,		MTW p.51, 75,		

VOCABULARY AND WORD USAGE SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill XIIVO-H-6 Recognizes and uses appropriate homonym.			Bk.H p.28	WbK.H pp.39, 51						
Skill XIIVO-H-7 Can match contractions with uncontracted form.			Bk.H p.29	WbK.H pp.27, 40	DM # H 9					
Skill XIIVO-H-8 Recognizes and uses appropriate antonym.			Bk.H p.58	WbK.H pp.31, 71,87	DM # H 30					
Skill XIIVO-H-9 Understands multiple meaning of word.			Bk.H p.77		DM # H 8					

VOCABULARY AND WORD USAGE SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test

VOCABULARY AND WORD USAGE SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
	MTW p.160-166, 160-166, 69-76,	MTW p.291, 292,	MTW p.38,		
	MTW p.95-100, 29-34,		MTW p.51, 12,		
	MTW p.29-34, 41-43, 55-58,		MTW p.10, 18, 27,		

STUDY SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
LEVEL V Skill VSS-C-1 Using the table of contents.			Bk.C pp.4, 76,90, 111							
Skill VSS-C-2 Learning alphabetical arrangement.			Bk.C pp.21, 88							
LEVEL VI Refine and reinforce skills introduced at Level V.	Level V Mast. Tests									
LEVEL VII Skill VIISS-D-1 Using the table of contents.			Bk.D p.12	WkB.D p.73						
Skill VIISS-D-2 Alphabetizing			Bk.D pp.11, 27,40	WkB.D pp.30, 71	DM# D4,9					
LEVEL VIII Refine and reinforce skills introduced at levels V-VII	Levels V,VI, VII, Mast. Tests									
LEVEL IX Skill IXSS-E-1 Locating a place on a map.			Bk.E pp.13, 115							

STUDY SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
		AC 41,42, RM 42,48,79, 84,106,149, 159,173,216	AC 2 RM 1 ATY 1		
		ATY 180,195, 200,209-210, 278-9			
		FFP 51,82, 89,106,110, 134,167,200, 220,224,253, 283	FFP 1		FFP Achievement Test
		FFP 53,54, 60,62,82, 156,173, 225,250,	FFP 2,3,11, 17 FFP(ph)19, 20,49,54,	206B,219B, 249B,236A	FFP Achievement Test
	BB 119-123, 153-6	FFP 74-5,77, 82,110,116, 134,139,167, 172,200,205, 224,229,257, 283-4, BB 46,58-9,	ATY 56 FFP 95 FFP(ph)80 BB 37		

STUDY SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
		EG p.101,			

EG - Enchanted Gates, SB - Shining Bridges, BTG - Better than Gold,
MTW - More than Words

STUDY SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
Skill IXSS-E-2 Introducing glossary.			Bk.E p.10							
Skill IXSS-E-3 Diacritical marks.			Bk.E p.10							
LEVEL X Skill XSS-F-1 Using the glossary.			Bk.F p.5							
Skill XSS-F-2 Using diacritical marks.			Bk.F p.5							
Skill XSS-F-3 Alphabetizing.			Bk.F pp.16, 34, 128	WkB.F p.79						
Skill XSS-F-4 Introducing outlining.			Bk.F p.90							
Skill XSS-F-5 Locating story setting on a map.			Bk.F pp.97, 115, 126, 131							
Skill XSS-F-6 Skimming to locate details.			Bk.F pp. 114, 116							

STUDY SKILLS

HARPER-ROW SERIES					
Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test
	BB 11-12,75-6,114-5,207,254-61	FFP 52,57,168,173,182,197,201,215,225,229,250,263,280	FFP 18,19,24,27,31,33,35,41,46, BB 2,35,69	249B,236A	FFP Achievement Test
		FFP 57,62,73,78,82,88,94,100,115-6	FFP 18,19,23,24,27,31-33,35,41,46,50,52,60,64,		FFP Achievement Test
		FFP 58,63,68-9,78,94,117,127,144,196-7,262,266	FFP 73,76,98,99,101,102	214A,227A,245A	

STUDY SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
		SB p.300, 341, 355, 358,			
	SB p.245-250, 16-19, 16-19, 20-22,	SB p.527, 52, 53, 61,		#2	

STUDY SKILLS

SKILL OBJECTIVE	LIPPINCOTT BASIC READING									
	Pre-Test	Stud. Edit.	Teach. Edit.	Work Book	Dup. Mast.	Code Book	Supp. Book	Start Write	Film Strip	Post-Test
LEVEL XI Skill XISS-G-1 Using the glossary.			Bk.G p.2							
Skill XISS-G-2 Alphabetizing.			Bk.G pp.37, 73	WkB.G pp.14, 35,46						
Skill XISS-G-3 Locating a story setting on a map.			Bk.G pp.42, 48,57, 62,69, 75,76, 92							
LEVEL XII Skill XIISS-H-1 Using the glossary.			Bk.H p.2							
Skill XIISS-H-2 Outlining.			Bk.H pp.26, 27,30		DM# H19					
Skill XIISS-H-3 Alphabetizing.			Bk.H p.29	WkB.H p.34						
Skill XIISS-H-4 Locating places on a map.			Bk.H pp.41, 70,72, 73	WkB.H pp.85, 94	DM# H36					

STUDY SKILLS

HARPER-ROW SERIES

Pre-Test	Student's Book	Teacher's Edition	Workbook	Ditto Master	Post-Test

STUDY SKILLS

MACMILLAN READING SYSTEM

Pre-Test	Student's Text	Teacher's Edition	Work Book	Ditto	Post-Test
		BTG p.107, 109, 118,	BTG p.23, 34,77,		
	MTW p.29-34, 64-68, 64-68, 69-76,	MTW p.75, 135, 136, 145,		#12	
		MTW p.76, 263-4, 284,			